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ABSTRACT

This manual was written for the Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISE) to help schools develop their own capability for systematically improving their educative processes from year to year, using existing resources. The program, which has been tested and found effective, indicates general procedures, rather than prescribing programs and goals, and puts an emphasis on the individual student and on improvement at the local school level. The program's design incorporates three improvement strategies--individual instruction programming, individual education programming, and goal setting--and school organizational arrangements to aid in their implementation. After an introduction and overview, chapters 2-12 are devoted to components of the program, with each chapter containing a brief rationale; preplanning activities; a prototypic plan; and a synopsis of WRISE filmstrips, audiocassettes, and a textbook correlated with this manual. These chapters are: "Educational Programming for the Individual Student," "Instructional Programming for the Individual Student," "Curricular Arrangements," "Career Education and Experiential Learning," "Student Decision Making Arrangements," "Evaluation and Improvement Strategies," "Administrative Arrangements and Processes," "Organizing for Instruction and Advising," "Teacher-Adviser Programs," "Home-School-Community Relations," and "Support Arrangements." Chapter 13 discusses methods of evaluative research and development. Appendixes list design objectives and outline simulations. (DCS)

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Secondary School Improvement MANUAL
for
Wisconsin Program for the Renewal and Improvement of Secondary Education

Herbert J. Klausmeier

John C. Daresh

EA 016 885

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PREFACE

Many secondary schools are providing students an excellent education today. Much purposeful learning and effective teaching are occurring in our middle and senior high schools. Even so, very few schools have developed their own capability for systematically improving their educative processes from year to year. Similarly, they have not devised their own continuing staff development programs that enable them to improve the education of their students and in the process to become self-renewing social systems.

Many factors that contribute to a local school not developing and implementing a schoolwide improvement plan annually are external to the particular school staff. However, most school staffs have the intellectual resources and they can find the time during the school day and at other times to start a clearly identified improvement program. Of course, district cooperation and support are necessary at the outset.

This design for the renewal and improvement of secondary education was formulated for the purpose of aiding middle, junior, and senior high schools to utilize their existing resources in developing an improvement capability. Many practitioners as well as scholars in secondary education participated in the formulation and refinement of the design. Inasmuch as the design was formulated at the Wisconsin Center for Education Research, it has come to be known as the Wisconsin Program for the Renewal and Improvement of Secondary Education, or WRISE. However, its focus is on the renewal and improvement of education at the local secondary school level, not at the state level. An explanation of the design and suggestions for implementing it are provided in a correlated set of material that includes a book, 10 filmstrips, nine school experiences audiocassettes, and this manual. A list of these materials follows immediately after the Table of Contents.

The WRISE design is very comprehensive. It is broad enough to include all possible areas of improvement. It includes three improvement strategies and various organizational structures that facilitate the implementation of the strategies. The strategies and structures are tied directly to 10 components of a functioning secondary school. The design was fully validated as usable and effective through cooperative research conducted with secondary schools.

A school that does not already have a systematic improvement program in operation should not expect to be able to start more than one of the strategies or more than one of the enabling organizational structures per year. Thus, the adaptation of this design to a particular school setting and its subsequent implementation is properly regarded as a continuing process. Research shows that this is how the improvement of schooling proceeds. A school does not suddenly become effective in one large leap. Instead, it proceeds in an orderly, step-by-step fashion, making significant gains one year after another. In this regard, several schools that were already implementing elements of the design in 1972 are still refining them and initiating others.

As the staff of a school implements the design and concurrently creates its own approaches to bettering the education of its students, it experiences renewal. The school builds its own continuing improvement capability and achieves its improvement goals. In schools in which this occurs, the majority of the staff members make a personal commitment to improving education; they work together on improvement activities; they replace day-by-day maintenance activities with improvement activities; and they find new and better ways to solve the problems of learning, teaching, advising, and administration that continuously arise. Our cooperative research conducted with middle, junior, and senior high schools showed how they developed this kind of an improvement capability. The research indicated that they needed little consultation and assistance from external sources.

This manual was written for use by those persons who take the initiative for planning, monitoring, and evaluating the school's improvement activities each year. In most schools this includes members of the administrative team and representative teachers and counselors. District and state education agency personnel and university professors who aid secondary schools in starting or refining their improvement programs also use the manual. Finally, students, parents, school board members, and other citizens who serve on school and school district improvement committees should also study it.

The first edition of this manual and the correlated materials were tried out in a field test conducted in universities and local schools. The middle, junior, and senior high schools that participated in the field test used the manual and the correlated materials in a number of different ways in their inservice and staff development programs to gain information and use it in their improvement activities. The materials were found to be usable and effective in aiding the schools to achieve their inservice goals.

The filmstrips capture exemplary practices in middle, junior, and senior high schools across the country. Although the filmstrips show exemplary individual and small group activities, there are fewer instances of whole class instruction than is desired. Our limited budget did not permit the film maker to secure the parental permission that is required for each student or to spend the large amount of time that is needed for getting only a few pictures of different classroom groups.

A teacher and another person from schools shown in the filmstrip clarify their school's practices in the school experiences audiocassettes. The practitioners focus on what they are doing, how they got started, and some of their current successes and concerns. Most of the audiocassettes describe the practices of two middle schools and two high schools in segments of 10 to 12 minutes each. Any segment can be listened to and discussed profitably without listening to the other segments. Each school is identified in the audiocassettes, as well as in the filmstrips and book. The schools continue to welcome visits and calls.

The filmstrips and the school experiences audiocassettes were not revised after the field test. This implementation manual and the book were Besides updating the book, we re-wrote this manual so that a school that is able to conduct its own inservice program can also use the manual and the other correlated materials to plan and carry out its improvement activities without procuring external assistance. In using the material independently, the school principal and a district official first gain an overview of this comprehensive program of renewal and improvement. Next, other key staff members of the school gain the same overview. After the principal and key staff, with input from the faculty, decide on an area of improvement, such as a curricular area, instruction, advising, or school organization, the faculty members to be involved in planning and implementing the improvement activities study the set of correlated materials related to the particular area of improvement. They do not have to familiarize themselves with the complete, comprehensive program before starting an improvement activity. The usual procedure is for the inservice leader to use the relevant filmstrip first and then the relevant segments of the school experiences audiocassette. The inservice leader summarizes and excerpts information from the appropriate book chapter, rather than having all the teachers read it. However, a few copies of the book as well as a copy of each filmstrip and audiocassette are put in the Instructional Materials Center or the school's professional library where teachers can access them. Although some schools are able to proceed independently in using the materials, assistance from an experienced practitioner or knowledgeable professor enables the school to progress more rapidly.

This manual is organized into 13 chapters. Chapter 1 introduces both the design and the use of this manual. Chapter 1 explains the five-phase improvement process, a planning procedure, different ways of getting started, and alternative uses of the WRISE materials. Accordingly, Chapter 1 should be studied before any other chapter. Chapters 2-12 present suggestions regarding the implementation of the separate components. Each chapter provides a brief rationale, indicates preplanning activities, presents a completed prototypic plan, and gives a synopsis of the relevant WRISE material. The prototypic plan contains a coherent set of ideas; however, the ideas must be adapted to each particular school's characteristics and culture. Extensive workshop experience has shown the plan to be of great value to persons when preparing a plan for their own school. To facilitate use of the manual, the textbook and the manual chapters have identical numbers and titles.

Chapter 13 focuses on methods of research and development. It describes an evaluative improvement-oriented educational research methodology in some detail and briefly indicates other main types of research. Chapter 13 does not provide suggestions for conducting these different types of research nor does it contain a prototypic plan.

This manual is designed for use by the school principal and key faculty members, not by the entire teaching staff. Similarly, it is not used by the professor or students except when the university course includes practicum activities. In addition to regular classes, late afternoon and early evening courses and summer session courses and workshops are also profitable settings for use of the materials.

The development and validation of the design and the preparation of this manual and the correlated materials required cooperation of many people across the country. Recognition of the many individuals cannot be given by name, only according to the following groups: the people who reviewed this revised implementation manual; the staff of the schools whose practices are described in the book; the students, teachers, counselors, principals, parents, and others portrayed in the filmstrips; the teachers, counselors, and principals who described their practices in the school experiences audiocassettes; the university professors and school faculties who participated in the field test; the schools that participated in the cooperative research that validated the design, and the graduate students and schools that participated with Professors Lipham and Daresh in their research on planned change, administrative leadership, and shared decision making.

Support from the Faye McBeath Foundation for the preparation of the manuscript for this manual is deeply appreciated.

Persons who aided in the production of this manual and the earlier edition merit many thanks: Julia McGivern and Gail Thierbach who prepared part of the first edition; Teri Frailey and Arlene Knudsen who did word processing and typing; the support staff of the Wisconsin Center for Education Research who provided a variety of services; and Dan Woolpert of the Wisconsin Center who coordinated the final production.

We hope that local school groups and others who seek the improvement of secondary education will find this manual and the other correlated materials helpful both immediately and in the years ahead. Developing an improvement capability in the school and simultaneously finding the means for self-renewal is not easy. However, it is a most practical means of advancing the cause of good secondary schools for all American youth.

Herbert J. Klausmeier
John C. Daresh

September, 1983

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CORRELATED TEXTBOOK CHAPTERS, IMPLEMENTATION MANUAL CHAPTERS, FILMSTRIPS, AND SCHOOL EXPERIENCES AUDIOCASSETTES

The textbook is available from University Press of America, 4720 Boston Way, Lanham, MD, 20706. Phone (301) 459-3366. The manual, ten filmstrips, and nine school experiences audiocassettes are available from CCL Document Service, Wisconsin Center for Education Research, 1025 W. Johnson St., Madison, WI, 53706. Phone (608) 263-4214. The components of the design for the renewal and improvement of secondary education follow and the correlated materials for each component are listed.

Text Ch. 1: Introduction and Overview of an Improvement Design.
Manual Ch. 1: Introduction and Overview.
Filmstrip: Introduction to the Wisconsin Program for the Renewal and Improvement of Secondary Education.

EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT

Text Ch. 2: Educational Programming for the Individual Student.
Manual Ch. 2: Educational Programming for the Individual Student.
Filmstrip: Educational Programming for the Individual Student in Secondary Schools: Part I.
Audiocassette: Experiences of Two Middle Schools and Two Senior High Schools with Educational Programming for the Individual Student: Part I.

INSTRUCTIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT

Text Ch. 3: Instructional Programming for the Individual Student.
Manual Ch. 3: Instructional Programming for the Individual Student.
Filmstrip: Educational Programming for the Individual Student in Secondary Schools: Part II.
Audiocassette: Experiences of Two Middle Schools and Two Senior High Schools with Educational Programming for the Individual Student: Part II.

CURRICULAR ARRANGEMENTS

Text Ch. 4: Curricular Arrangements.
Manual Ch. 4: Curricular Arrangements.
Filmstrip: Curricular Patterns in Secondary Schools.
Audiocassette: Experiences of a Middle School, a Junior High School, and Two Senior High Schools with Curricular Patterns.

CAREER EDUCATION AND EXPERIENTIAL LEARNING

Text Ch. 5: Career Education and Experiential Learning.
Manual Ch. 5: Career Education and Experiential Learning.
Filmstrip: Work and Other Career Education Activities in Secondary Schools.
Audiocassette: Experiences of a Middle School, a Junior High School, and Two Senior High Schools with Work and Other Career Education Activities.

STUDENT DECISION-MAKING ARRANGEMENTS

Text Ch. 6: Student Decision-Making Arrangements.
Manual Ch. 6: Student Decision-Making Arrangements.
Filmstrip: Student Decision Making in Secondary Schools.
Audiocassette: Experiences of a Middle School, a Junior-Senior High School, and Two Senior High Schools with Student Decision Making.

EVALUATION AND IMPROVEMENT STRATEGIES

Text Ch. 7: Evaluation and Improvement Strategies.
Manual Ch. 7: Evaluation and Improvement Strategies.
Filmstrip: Evaluating Student Learning and Educational Programs in Secondary Schools.
Audiocassette: Experiences of a Middle School and a Senior High School with Evaluating Student Learning and Educational Programs.

ADMINISTRATIVE ARRANGEMENTS AND PROCESSES

Text Ch. 8: Administrative Arrangements and Processes.
Manual Ch. 8: Administrative Arrangements and Processes.
Filmstrip: Administrative Arrangements for Shared Decision Making in Secondary Schools.
Audiocassette: Experiences of a Middle School and Two Senior High Schools with Administrative Arrangements for Shared Decision Making.

ORGANIZATION FOR INSTRUCTION AND ADVISING

Text Ch. 9: Organization for Instruction and Advising.
Manual Ch. 9: Organization for Instruction and Advising.
Filmstrip: Instruction and Advisory Arrangements in Secondary Schools.
Audiocassette: Experiences of Two Middle Schools and Two Senior High Schools with Instruction and Advisory Arrangements.

TEACHER-ADVISOR PROGRAMS

Text Ch. 10: Teacher-Advisor Programs.
Manual Ch. 10: Teacher-Advisor Programs.
Filmstrip: Teacher-Advisor Programs in Secondary Schools.

Audiocassette: Experiences of a Middle School, a Junior High School, and Two Senior High Schools with Teacher-Advisor Programs.

HOME-SCHOOL-COMMUNITY RELATIONS

Text Ch. 11: Home-School-Community Relations.
Manual Ch. 11: Home-School-Community Relations.
(No filmstrip or audiocassette.)

SUPPORT ARRANGEMENTS

Text Ch. 12: Support Arrangements.
Manual Ch. 12: Support Arrangements.
(No filmstrip or audiocassette.)

RESEARCH AND DEVELOPMENT

Text Ch. 13: Research-Based Educational Improvement.
Manual Ch. 13: Research and Development.
(No filmstrip or audiocassette.)

Chapter 1

INTRODUCTION AND OVERVIEW

Herbert J. Klausmeier

This manual is part of a set of correlated instructional materials that includes a text, ten filmstrips, and nine school experiences audiocassettes. These materials were found to be readily usable and effective by staff members of middle schools, junior high schools, and senior high schools who participated in an evaluation of the materials (Klausmeier, 1982).

This manual is written for the group of persons who take initiative for planning, monitoring, and evaluating the school's improvement activities each year. Typically, this group includes the school principal and other members of the administrative team, representative teachers, and counselors. The manual is also for district officials, state education agency personnel, and university professors who aid secondary schools in starting or refining their improvement programs. Students, parents, school board members, and other citizens who serve on improvement committees of the school or the district may also profit from study of the manual.

This first chapter provides essential information for using the later chapters. First, it gives an overview of the substance of the WRISE design, improvement process, and planning procedures. Preparing to start an improvement program and using the WRISE materials in the inservice program are explained later in the chapter. Each later chapter of the manual indicates how to start one of the three improvement strategies or one of the facilitative structures that is incorporated in the design.

The manual is written so that a local school improvement group can gain the information that it needs to organize and carry out its own improvement program. However, prior experience in conducting its own inservice program is very helpful as is expert consultant assistance.

Overview of the Design, Improvement Processes, and Planning Procedures

WRISE includes a design, or blueprint, for the improvement of secondary education. The design has been validated as useful and effective for guiding a school's improvement activities, thereby enabling the school to attain desired educational goals, including high student achievement (Klausmeier, Serlin, & Zindler, 1983).

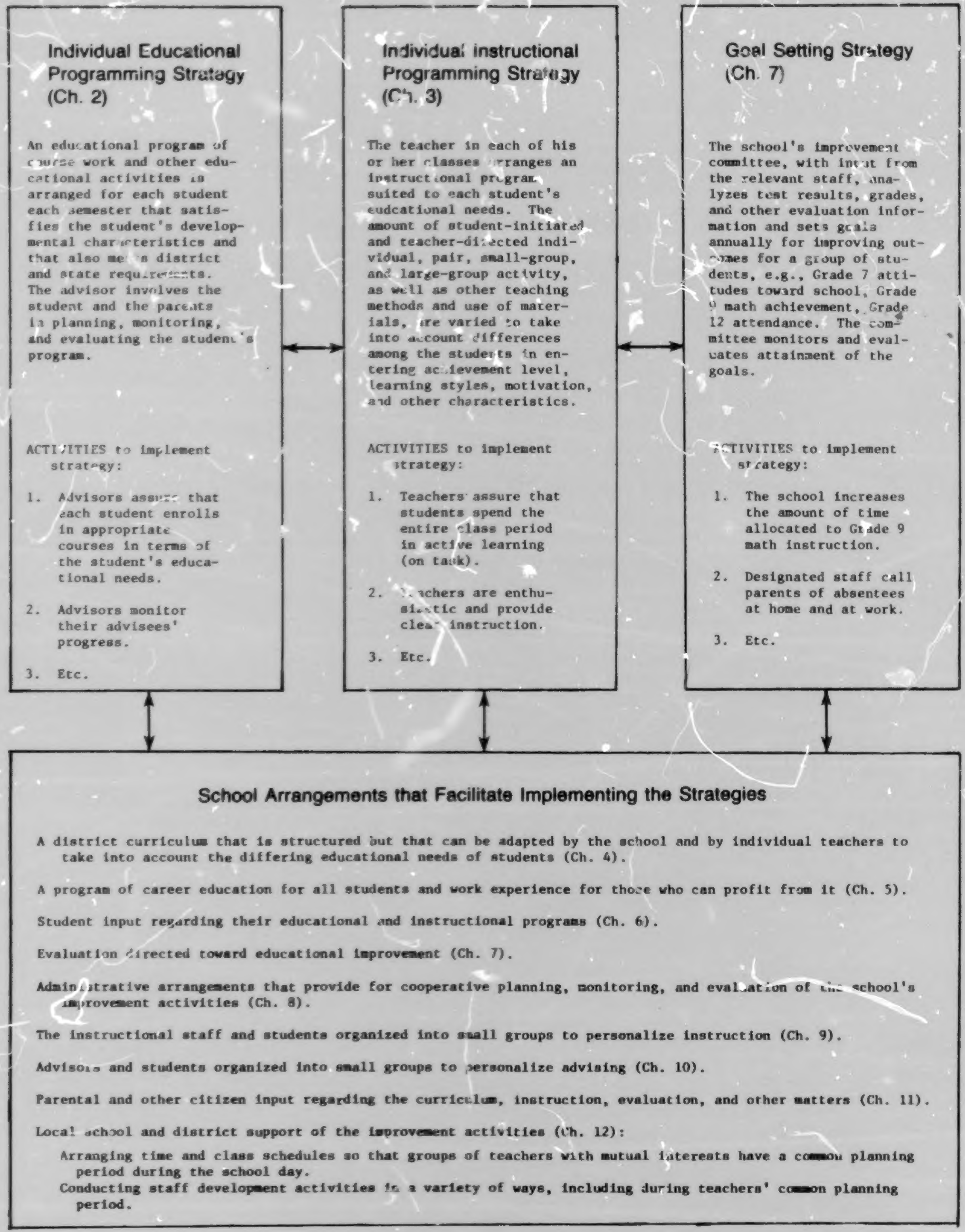
The design includes improvement strategies and facilitative organizational arrangements. They are explained in the textbook and are depicted in the filmstrips. An improvement process and planning procedures are necessary for implementing the design. They are clarified in this manual and in the school experiences audiocassettes.

IMPROVEMENT STRATEGIES AND FACILITATIVE ORGANIZATIONAL ARRANGEMENTS

The design incorporates three improvement strategies for achieving desired educational outcomes, such as higher student achievement, more favorable attitudes, fewer discipline problems, etc. The strategies are called individual instructional programming, individual educational programming, and goal setting. The design also incorporates school organizational arrangements that facilitate the implementation of the strategies. A school that is able to adapt and implement the strategies and thereby attain the outcomes that it desires has in fact developed its own capability for continually improving its educative processes.

The three strategies and the facilitative organizational arrangements of the design are stated as 10 comprehensive objectives and related sets of enabling objectives. The complete set of design objectives are listed in Appendix A and are explained in the text. Figure 1.1 shows the close relationship among the three improvement strategies and between the strategies and the facilitative school arrangements. It also indicates the chapter of the textbook that explains each strategy and each organizational arrangement. Use of this manual presumes that the manual user either has already studied

Figure 1.1 Improvement Strategies and Facilitative School Structures and Processes



Individual Educational Programming Strategy (Ch. 2)

An educational program of course work and other educational activities is arranged for each student each semester that satisfies the student's developmental characteristics and that also meets district and state requirements. The advisor involves the student and the parents in planning, monitoring, and evaluating the student's program.

ACTIVITIES to implement strategy:

1. Advisors assure that each student enrolls in appropriate courses in terms of the student's educational needs.
2. Advisors monitor their advisees' progress.
3. Etc.

Individual Instructional Programming Strategy (Ch. 3)

The teacher in each of his or her classes arranges an instructional program suited to each student's eudcational needs. The amount of student-initiated and teacher-directed individual, pair, small-group, and large-group activity, as well as other teaching methods and use of materials, are varied to take into account differences among the students in entering achievement level, learning styles, motivation, and other characteristics.

ACTIVITIES to implement strategy:

1. Teachers assure that students spend the entire class period in active learning (on task).
2. Teachers are enthusiastic and provide clear instruction.
3. Etc.

Goal Setting Strategy (Ch. 7)

The school's improvement committee, with input from the relevant staff, analyzes test results, grades, and other evaluation information and sets goals annually for improving outcomes for a group of students, e.g., Grade 7 attitudes toward school, Grade 9 math achievement, Grade 12 attendance. The committee monitors and evaluates attainment of the goals.

ACTIVITIES to implement strategy:

1. The school increases the amount of time allocated to Grade 9 math instruction.
2. Designated staff call parents of absentees at home and at work.
3. Etc.

School Arrangements that Facilitate Implementing the Strategies

A district curriculum that is structured but that can be adapted by the school and by individual teachers to take into account the differing educational needs of students (Ch. 4).

A program of career education for all students and work experience for those who can profit from it (Ch. 5).

Student input regarding their educational and instructional programs (Ch. 6).

Evaluation directed toward educational improvement (Ch. 7).

Administrative arrangements that provide for cooperative planning, monitoring, and evaluation of the school's improvement activities (Ch. 8).

The instructional staff and students organized into small groups to personalize instruction (Ch. 9).

Advisors and students organized into small groups to personalize advising (Ch. 10).

Parental and other citizen input regarding the curriculum, instruction, evaluation, and other matters (Ch. 11).

Local school and district support of the improvement activities (Ch. 12):

- Arranging time and class schedules so that groups of teachers with mutual interests have a common planning period during the school day.
- Conducting staff development activities in a variety of ways, including during teachers' common planning period.

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the textbook or will study it to gain a thorough understanding of each strategy and organizational arrangement.

Before proceeding further, consider a few key points regarding the improvement strategies and the facilitative organizational structures. Regarding the individual educational programming strategy, the design indicates a general procedure for planning, monitoring, and evaluating each student's educational program; it does not prescribe what a student's program should be. The focus is on meeting the individual student's educational needs, not the needs of a group of students, such as the college bound or those who seek employment upon graduation.

With respect to the individual instructional programming strategy, the focus in on providing high quality instruction to each individual student, rather than identical instruction to a classroom group. This does not mean one-to-one instruction; rather it implies whole-class, small-group, or individual instruction, whatever is best for each student enrolled in the particular course.

The design does not indicate any particular method of instruction as being good for all students, all teachers, and all subject fields. Rather, there are many effective ways of teaching; however, no one method is equally effective in all subject fields with all students. Accordingly, each teacher is encouraged to provide instruction that meets the needs of each student enrolled in his or her course. Rather than attempting to specify what each teacher should do, the design allocates this responsibility to the individual teacher, the local school staff, and the school district.

In relation to the goal-setting strategy, the design indicates a general procedure to follow; it does not indicate what the goals should be. At the same time, our research shows this to be a very powerful and effective improvement strategy. When the relevant group of teachers cooperatively with the administration sets a goal to raise student achievement, to improve student self-concepts, to decrease discipline problems, or to increase student creativity, they usually succeed. The teachers find new and better ways to carry out their roles and the administration finds new and more effective means of supporting the teachers.

It should be clear that the improvement strategies cannot be implemented effectively without support arrangements in the school. With respect to the facilitative arrangements, the design provides illustrative alternative arrangements. Since each school has its own unique culture that is dependent upon its location, size, student body, teaching staff, administration, etc., no set of prescriptions is offered. Instead, each school with support from the district office is encouraged to devise its own arrangements that facilitate the implementation of the strategies.

Notice that we have highlighted what WRISE indicates regarding the strategies and the facilitative structures. The textbook, the filmstrips, and the audiocassettes present the detailed information;

this manual provides aids for starting or refining the strategies and structures. It does not provide the detailed explanations or illustrations of them.

The Improvement Process

Schools typically employ the following five-phase improvement process from the time of starting to develop an improvement capability through refining it:

Phase 1: Awareness-Assessment-Commitment. Becoming familiar with the conceptual design and the materials and identifying how to use them in the particular school setting serves as the beginning point of the improvement process. At about the same time, the school assesses its present capability and readiness for improvement and identifies possible areas of improvement. Commitment by the school and by district officials to begin planning an improvement program follows. In general, the principal and district official are first involved in this phase, then key teachers, and finally the whole school staff or at least all of those directly involved in the improvement program. This phase is described more fully later in this chapter.

Phase 2: Planning. Many attempts to improve secondary schooling have failed for lack of careful planning. Planning is often poor because sufficient time is not given to planning before starting implementation, the persons who are responsible for the implementation are not involved in the planning, or the planning process is not implemented well. Research on school improvement leads to the following conclusions regarding the planning process and educational improvement.

> Improvement doesn't just happen. It needs to be planned.
>
> There are no universal solutions. Rather, there are multiple ways to resolve an educational problem. The right way to resolve a problem depends on the physical, social, and economic characteristics of a specific school setting.
>
> The staff members of most schools have the knowledge and skills necessary to plan and carry out improvement activities related to problems they are experiencing; little or no external consultation is required.
>
> Different roles, responsibility, and authority are possessed by the members of a school staff. Systematic work to resolve pressing educational problems requires a

re-examination of roles, responsibilities, authority, and knowledge and skill utilization.

The administrative leader's responsibility is not that of personally and individually resolving a pressing problem, but rather of organizing and facilitating the work of the staff related to that problem.

Ownership is important. The people who are going to do the work should be involved in problem identification, problem delineation, planning, implementation, and evaluation.

The primary role of the school is promoting the educational development of its students.

These assumptions underlie the development of a plan to improve a school's educative processes. Inasmuch as planning is so critical, a later part of this chapter and the major part of each later chapter is devoted to it.

Phase 3: Preparation. The preparation phase begins when the needs of the staff have been identified for securing information, for developing skills, or for preparing materials of any kind. Inservice education in addition to the staffs' own preparatory activities may be required for some improvement programs. The inservice education may be conducted by the school staff itself, or external assistance may be secured. One critical consideration is arranging the class schedules of the teachers so that they have sufficient time for participating in the preparatory activities.

Phase 4: First-year Implementation, Monitoring, and Evaluation. Typically, the school staff prepares instructional materials and procedures only for the first weeks of implementation. Accordingly, it continues its preparatory activities while also proceeding with the implementation.

Monitoring progress starts early, usually at the end of the first grading period. The primary purposes of the monitoring are to identify and overcome difficulties and to confirm the desired performances of students, staff, or both.

Evaluation of the effectiveness and value of the current year's improvement activities starts at the same time as the monitoring, and it continues throughout the first year. Usually the last data collected are summarized shortly after the school year ends, and the evaluative information gathered throughout the year is used in setting goals and planning related improvement activities for the ensuing year. Some staff participation in the goal setting and planning occurs prior to or shortly after the end of the school year and other involvement takes place shortly before or after the opening of the school year.

Phase 5: Refinement and Renewal. Refinement of improvement programs occurs from one year to the next as the cycle of evaluation of current programs, needs identification, planning, preparation, implementation, and evaluation is repeated each successive year. As the refinement occurs and the improvement goals are achieved with increasing effectiveness, the school strengthens its own improvement capability. Its organizational structures function more smoothly and the improvement strategies are applied with greater ease. As teachers and other school staff gain more knowledge and increase their skills through identifying and solving their school's educational problems, the school experiences renewal as a social organization. The school's staff development activities become increasingly more meaningful and all members of the staff take part in them.

Before turning to the improvement process, recognize that how each school implements each phase varies greatly because of differences among schools in enrollment, characteristics of the students, characteristics of the teachers, administrative style of the principal, budget for improvement, relationship of the improvement program to the district office and the state education agency, and many other factors.

Developing the Annual Improvement Plan

A planning form with related suggestions follows. The same form is used in Chapters 2-12. Any school may duplicate the planning form and use it to guide its own planning activities. The school completes a separate form for each improvement program.

Before proceeding to the form, recall that Phase 1 of the improvement process includes awareness, assessment, and commitment. Planning does not start until there is staff, district, and school board commitment to support the planning as well as the subsequent implementation.

1. Title of Program

Formulate a title that reflects the nature of the program and that is easily understood; e.g., Improvement of Reading Achievement in Grade 7, Improvement of Instruction in English in Grades 10-12, a Teacher-Advisor Program for Grades 9-12.

2. Percent of Students and Grades Involved

Give the percentage of the students of each grade who will be involved; e.g., 100% of the students of Grade 7, 100% of the students of Grades 9-12, the students of all the teachers who pilot the program the first year.

3. Persons Who Will Plan, Coordinate, and Evaluate the Program

One procedure is to organize a task force consisting of the principal, a counselor, and representative teachers for each major improvement program. After two or more task forces are functioning, representatives from each task force are brought together to form the school's improvement coordinating committee. Another procedure is to have one educational improvement committee, or council, that plans, coordinates, and evaluates each of the school's improvement programs.

4. Persons Who Will Implement the Program

One or more members of the task force and other teachers and counselors who have responsibilities pertaining to the program.

5. Time Schedule

It is important to establish tentative starting and ending dates for each of the following: preplanning activities, planning, preparing to start the program, collection of data during the baseline year to document the school's current status, first-year implementation, and first-year evaluation. The starting date for the refinement/renewal process is also considered before any implementation begins.

6. Budget

A budget is prepared for each main phase of the process: planning, preparation, baseline year evaluation, first-year implementation and evaluation, and refinement and renewal. The primary additional costs, if any, are for substitute teachers, summer employment of teachers, consultants, workshop fees and expenses, materials, and travel. In general, staff time is secured to carry out the preceding activities by dropping less critical maintenance tasks. A budget estimate for the first and second years of refinement is made to assure that the program does not get dropped or curtailed for lack of essential funding.

7. Improvement Goals

Goals may be stated at different levels of generality. Research shows that stating goals at a general level but in terms of measurable outcomes achieves excellent results.

Goals may be stated for any student outcomes that the school measures annually, for example, achievement, attendance, attitudes, creativity, discipline referrals, self-concept, thinking skills, writing skills, participation in extracurricular activities, etc. Many different kinds of measurement devices may be used, including norm-referenced tests, criterion-referenced tests, teacher ratings, grade point average, questionnaires, inventories, etc.

Goals may be stated for groups of students or for individual students; e.g.:

> Sixty percent of the Grade 7 students will score at or above the 50th percentile in mathematics as measured by the "Munro Mathematics Achievement Test."
>
> Ninety percent of the Grade 11 students will have a rating of 3.4 or higher on the locally constructed test of writing skills.
>
> Student A will express highly favorable attitudes (a rating of 4.0 or higher) toward learning.
>
> Student C will master 90 percent of the minimum competencies in reading in Grade 9.

Setting goals such as these implies activities for attaining the goals and also for monitoring and evaluating student progress. Teachers individually and in groups find many ways to aid students attain goals that the teachers think the students can attain.

There is a considerable hesitancy for schools to set measurable performance goals. Teachers, and principals, too, feel that they personally have failed if a goal is not attained or that they will be evaluated negatively. To counteract this hesitancy we should recognize that some goals are not attained because there are many uncontrollable variables in education. But, more important, when a goal is not attained the constructive response is to try to identify the causes and correct the situation rather than to blame or negatively evaluate administrators, teachers, or students.

8. Preparatory Activities

A great deal of preparation is required prior to starting some improvement activities, such as individual educational programming or a program of minimum competency education in the basic skills. Accordingly, the teaching and other schedules of the task force members and the implementors are arranged so that they can meet at regular times during the school day and outside school hours as necessary. In these meetings the implementors do such things as gain knowledge about the area selected for improvement, develop new skills and techniques, prepare resource materials for the implementors, and prepare instructional materials, tests, etc. for the students. The implementors may also visit schools and attend workshops.

9. First-Year Implementation and Monitoring

The nature of the implementation activities varies according to the area selected for improvement, as is indicated in later chapters. Four important considerations are that (a) the roles and responsibilities of the task force members and the implementing group are clear with respect to the implementation and monitoring, (b) time, space, materials, and other physical arrangements are worked out so that the implementing group can function with maximum effectiveness, (c) the implementing group is supported by the task force, and (d) each implementor receives constructive on-call assistance when a problem is experienced.

Effective implementation often calls for more time and effort than was anticipated. When this occurs, a cutback may be in order or additional incentives may be provided to the implementors. In any event, the problem must be resolved or the implementation cannot be continued successfully the ensuing year.

10. Evaluation

The purpose of evaluating the improvement activities annually is to better the education of students the next year. The purpose is not to arrive at judgments that may influence the salary or job security of the teachers, counselors, principals, or district officials. A policy statement is needed from the school board and the district administrator to assure the school staff of the positive purposes of the evaluation and the support of the district office and school board.

One criterion for evaluating the effectiveness of the improvement activities is whether the goal was attained. Another criterion is whether the outcomes are regarded as worth the effort that was required to attain them.

The evaluation devices that are used and the procedures for summarizing and analyzing the data vary greatly according to the nature of the improvement area. Regardless of the area, however, the following checklist of evaluation activities is appropriate:

1. Outline the kinds of information that will be gathered and from whom, i.e., students, teachers, parents, others.

2. Procure or construct the measuring devices. Do not change devices from one year to the next unless absolutely necessary.

3. Outline the procedures for administering tests and other devices and for gathering information from records, e.g., attendance, discipline referrals.

4. Prepare a time schedule for gathering the information. Gather each type of information at the same time from one year to the next.

5. Outline the procedures for summarizing the data and reporting the results to the staff and to others.

6. Formulate the procedures for using the results in developing improvement plans for the ensuing semester or year.

Here are some final suggestions:

1. Use already available information before gathering new information.

2. Gather only information that can be related to the improvement goals.

3. Avoid the use of tests, questionnaires, and scales that have large numbers of items that must be summarized separately, item by item.

4. Get judgments of teachers and students orally in group sessions or by simple self-scoring procedures rather than spending months to score, summarize, and report the results of lengthy questionnaires and other devices.

11. Refinement/Renewal

Continue the cycle of evaluation, goal setting, planning, implementation, and evaluation on an annual basis. Add one or two new areas of improvement each year, if possible, and thereby involve more staff. Form a permanent task force on staff renewal. This task force, with input from the faculty, assesses needs, sets goals, and plans activities that will promote the renewal process.

Preparing to Start a Schoolwide Improvement Program

Getting a systematic improvement program started or refining an existing one requires strong leadership by the principal, supported by the faculty of the school, the district office, and the school board. Strong and effective leadership is required whether the ideas for the improvement program originate with the local school, the district, or the state. Even when the state or the district originates the program, the school has the opportunity to develop its own capability for improving the education of its students and in the process to experience continuing renewal as a social organization, the primary goals of WRISE. Moreover, the preceding five-phase improvement process and the 11-step planning process are as useful as if the area of improvement had been identified by the school. This presumes that the state or district provides each school a reasonable amount of autonomy and that the school assumes ownership of the improvement program. The most desirable state of affairs is for the district also to develop its permanent improvement capability. In this case district officials work closely with the schools in annually developing and then implementing a district wide improvement plan, while each school develops and implements its plan with the full support of the district.

The five main activities of the principal and other key staff members in starting their schoolwide improvement program are as follows:

Gaining information and assuring district support.

Organizing the school's improvement group(s).

Establishing schoolwide awareness and commitment.

Selecting one or more areas of improvement.

Developing an improvement plan.

GAINING INFORMATION AND ASSURING DISTRICT SUPPORT

Principals typically have two to five key persons with whom they confer regarding schoolwide decisions. They also call upon these persons to perform various tasks. To get an improvement program started, the principal and this key group gain information that aids them in becoming aware of improvement possibilities in their school. They use this information later with the faculty. Also, one or more of the group organizes and leads the inservice activities that are necessary to get the program started. A district official may meet with this group as they deliberate and plan, or the principal may keep the district official informed to assure district awareness and support.

The activities that follow are designed to enable the group to lead the staff of the school.

Become familiar with the WRISE design and materials if not already familiar. At a minimum view the introductory filmstrip, examine the table of contents of the text and the manual, and study the complete set of correlated materials pertaining to administrative arrangements, individual educational programming, instructional programming, curriculum arrangements, and evaluation.

Gather and summarize all the available information of the last two or three years that might give clues regarding improvement possibilities, e.g. test scores, grade point average, attendance, discipline referrals, suspensions, curriculum studies, follow-up of graduates, parent surveys, etc. Secure opinions of teachers, parents, and students regarding the effectiveness of present practices. Save this information and use it as your baseline data.

Complete the Desirability Scale given in Appendix A of this manual. Completing the scale enables you to ascertain the extent to which you agree that the WRISE strategies and organizational arrangements incorporated in the design (the rating scale) are relevant to your situation. Determine whether it would be useful for your faculty to complete part or all of the scale.

Complete Simulation 1: Identifying the Needs of (M.I.D., O.U.R.) School given in Appendix B1 (M.I.D. Middle School) or Appendix B2 (O.U.R. High School). Completing the simulation enables persons to identify their own values regarding education and to compare them with others.

Complete Simulation 2: Clarifying Roles and Responsibilities (Appendix B1 or B2). Teachers, counselors, and principals who may not have had prior experience in working together and in cooperative planning gain this experience in this simulation.

Complete Simulation 3: Goal Setting (Appendix B1 or B2). This simulation enables the participants to review their interpretation of standardized test results and minimum competency test results and to use the results in goal setting.

Visit schools that have exemplary improvement programs; gather materials that may be relevant to starting your program; identify experienced practitioners or consultants who may be able to assist your in starting your program.

Prepare a plan for starting your improvement program related to the four activities that follow.

ORGANIZING THE SCHOOL'S IMPROVEMENT GROUP(S)

Should there be one school improvement committee that takes initiative for identifying, planning, coordinating, and evaluating all the school's improvement activities? If yes, should an existing committee add the improvement responsibility to its present responsibilities? In middle schools where teachers are organized into teaching teams, an existing committee consisting of a representative of each team, the administrative team, one or more counselors, and the IMC director often add the improvement function to their duties. In some middle schools and high schools, an existing curriculum committee or a council that includes the department chairs adds the improvement responsibility. In other middle schools and high schools, an already existing group does not add the improvement responsibility because leading a schoolwide improvement effort is not compatible with its other responsibilities.

Should a task force be organized for each area of improvement? When an existing group does not include the school's improvement responsibilities as part of its work, it is appropriate to organize a task force for each area of improvement. After two or more task forces are functioning, one or two representatives from each task force are organized into a coordinating committee. This coordinating committee becomes the school's improvement committee or council. This approach is often taken at the high school level rather than first organizing an improvement committee that then establishes task forces. In general, task force members are selected because of their interests in the particular area of improvement. Some teacher members of existing school groups as well as teacher members of a newly formed improvement committee hesitate to assume responsibility for decision making and planning outside their area of subject specialization.

ESTABLISHING SCHOOLWIDE AWARENESS AND COMMITMENT

After organizing the improvement group(s), the awareness-commitment activities are carried out with the group. In turn, the members of the improvement committee or task force may be allocated the responsibility for carrying out some or all of awareness-commitment activities with various faculty groups. Possible awareness activities include:

1. Presenting some of the summary information that the principal and key staff members collected earlier.
2. Presenting and discussing the filmstrip, "Introduction to the Wisconsin Program for the Renewal and Improvement of Secondary Education."
3. Completing and discussing the Desirability Scale given in Appendix A.
4. Presenting other information based on WRISE.
5. Having practitioners from other schools present their experiences.

SELECTING ONE OR MORE AREAS OF IMPROVEMENT

The school's improvement committee or some other key group in which the administration is represented takes initiative for this activity. However, they secure input from the faculty. In some cases a formal needs assessment is conducted.

Simulation 2 shows how to conduct an informal needs assessment. However, each school should also use the information that is available regarding student achievement, attendance, discipline referrals, etc. The merit of using the simulation is that the needs identified are relatable to the WRISE strategies and facilitative structures. Accordingly, the text, this manual, and the audiovisual materials provide aids for planning and implementing related improvement programs.

DEVELOPING AN IMPROVEMENT PLAN

The planning process was explained earlier in this chapter. A prototypic plan is given in each later chapter. The purpose here is not to develop a plan but to indicate how to start planning by setting improvement goals.

The most direct means of improving education is for a school faculty to set measurable performance goals for groups of students, such as those of a grade in school, plan activities to achieve the goals, carry out and monitor the activities, and determine the extent to which the goals were attained. To set a realistic goal for an ensuing year regarding any student outcome, reliable information is needed regarding the outcome during the current year. Two widely available kinds of information are standardized test scores and minimum competency test scores. As noted earlier, Simulation 3 was prepared to give groups experience in interpreting these scores and in using the information to set goals. It is helpful for persons to simulate goal setting prior to actually setting goals.

In actually preparing goal statements, one person of the improvement committee secures input from the other members, draws up the goal statement, and submits it to the other members for their review. Input from the persons who will implement the improvement activities is then secured and is reviewed by the task force members. A final goal statement is then prepared.

It is well to set goals that call for a relatively low level of improvement rather than a relatively high level the first time that goal setting is attempted. Most school staff are disappointed when their goals are not attained.

Starting an Improvement Program Without Schoolwide Participation

Many states and school districts are specifying the improvement areas for local schools to implement. In some schools, the principal independently or the principal and a small key group get input from the faculty but they do not involve the faculty in identifying the areas of improvement.

In situations like this, the preparatory activities of the school are focused on the particular areas selected for improvement. The staff is not required to increase its understanding of anything that it will not implement, for example, any improvement strategy or facilitative structure that it will not implement.

This very direct approach holds considerable appeal for principals and teachers who are already pressed for time to keep their school functioning. It also appeals when arrangements have not been worked out by the district or the school to carry out preparatory activities either during the school day or outside school hours. A school that gets started by this direct approach later initiates a more comprehensive effort that leads to the development of an improvement capability.

Using the WRISE Materials

To be able to use the materials in inservice activities effectively, the staff development leader or leaders should be familiar with the design in its entirety and all the materials. They must (a) have a complete set of the materials and sufficient copies of each item to meet the inservice needs of the staff, (b) have essential projection equipment and facilities, and (c) have a plan for using the materials. Both the filmstrips and the audiocassettes should be previewed immediately before use by the leader (a DuKane projector can be used for both the filmstrips and the school experiences audiocassettes), and projection equipment should be tested to assure that it functioning properly and that the leader can operate it. Instructions regarding the projection of the filmstrip and the audiocassettes are provided in the printed guides that accompany these materials.

The materials may be used in several different ways in a school's internally conducted inservice program. The amount of material that is used and how it is used depend upon (a) the goals of the inservice program (b) the time arrangements that are worked out for conducting the inservice program and (c) the daily schedules of the staff. We now turn to these considerations.

ESTABLISHING GOALS AND TECHNIQUES OF THE INSERVICE PROGRAM

The inservice goals that follow are representative, not exhaustive.

Each staff member gains information about each WRISE improvement strategy and facilitative organizational structure and uses the information (a) to increase his or her knowledge of educational improvement, (b) to assess the school's current status and needs for improvement, and (c) to identify one or more areas for starting a schoolwide improvement program.

One technique for achieving this inservice goal is for an improvement committee member to lead either whole staff sessions or sessions for smaller groups of staff members. By this technique, the goal of the inservice program is clarified in the first session and the WRISE concepts and materials are introduced. The introductory filmstrip is shown. In the next sessions the leader typically introduces each component, introduces and shows the filmstrip, introduces and plays the pertinent segment of the audiocassette, presents key ideas from the text, and leads discussion. Interested staff members study the text between sessions, using the copies available in the IMC.

Another technique is for the inservice leader to organize the faculty into groups. The leader aids each group to become knowledgeable regarding one to three of the components. Each group then reports back to the entire faculty.

Each staff member gains information about WRISE components that can be implemented individually or by small groups without starting a schoolwide improvement program.

To attain this inservice goal, the task force presents an overview of WRISE to the entire faculty and then organizes teachers into groups according to their interest in areas such as adapting instruction more effectively to students' educational needs, improving evaluation, increasing student decision making and decreasing discipline problems, or establishing better home-school-community relations. After the groups are identified and time schedules are worked out, the techniques employed in attaining Goal 1 are followed.

Each staff member involved in an improvement effort that has already been identified by a task force with input from the staff gains complete information regarding the component or component areas to be improved.

This is a frequently occurring inservice goal and it is not as time consuming to attain as the others. To achieve this goal, task force members either use the introductory filmstrip to show the faculty how the area selected for improvement is related to the entire WRISE program or they move directly to the area(s) selected for improvement. Depending upon the size of the faculty, the proportion of the faculty involved, and the time available, the task force provides the inservice education to the entire group or to smaller groups in the same general manner as described earlier for Goals 1 and 2. The primary difference is that more use is made of the textbook since it contains helpful details that could not be included in the filmstrips or audiocassettes.

Each staff member new to the school gains an understanding of the WRISE strategies or organizational structures that the school is already implementing.

Many schools are already implementing one or more of the improvement strategies, such as teacher advising to promote the educational development of each student, or an organizational structure, such as systematic curriculum development. In achieving the goal, the improvement committee employs inservice techniques analogous to those employed in attaining Goal 3.

TIME ARRANGEMENTS FOR INSERVICE ACTIVITIES

Concentrated Workshops of 2-4 Days. In many school districts workshops of two to four days can be conducted prior to the opening of the school year, between the semesters, and after the students have completed their last classes in May or June. Typically, the participants are paid for part or all of these days.

One-Day Sessions. Many school districts provide for one or more teacher inservice days during each semester of the school year. Typically, additional pay for the participants is not required.

Part-Day Sessions. Some schools designate certain days as "Late Arrival" and others as "Early Dismissal" for students.

Teacher Preparation Period. Teachers are generally provided one class period to prepare for their classes. Although this time cannot be used for inservice activities, teachers can use it to prepare for improvement activities related to their own classes.

Other Non-Teaching Period(s). Teachers typically have a second period each day during which they carry out various non-teaching tasks. Some of this period may be allocated not only for inservice but also for planning and for carrying out non-teaching improvement activities such as advising students.

Before/After Students Arrive and Leave. The school day generally begins prior to the arrival of students and extends beyond the dismissal time.

Released Time. Through the approved use of substitute teachers, aides, and student teachers and by teaming arrangements, individual teachers are released from their teaching responsibilities, especially for planning activities and curriculum development.

DAILY SCHEDULES

The classes of teachers on task forces, improvement committees, teaching teams, etc., are scheduled the semester before the group meets weekly or more often. This is done to assure that the group has a common meeting time. Often the teaching schedules are arranged to free the first or last period of the day or the first or last period before the lunch period thereby doubling the amount of time available to the group. Careful scheduling also makes it possible for all the members of most departments to have a common meeting time during regular school hours.

DISTRICT USE OF THE MATERIALS IN INSERVICE EDUCATION

Principals must feel comfortable about an improvement effort before starting it. District officials must judge the effort to be economical and effective before supporting it. One way to achieve these goals is for a district official and the principal of each secondary school to familiarize themselves with the program. This can be accomplished in a series of five or six half-day sessions.

To achieve the earlier goals, the inservice activities were led by a member of the school's improvement committee. The activities could be led by a district official or in cooperation with a district official. A desirable situation involves a cooperative effort by the local school and the district office. This kind of effort is enhanced when the district also has an improvement committee and has designated one person as the district's improvement coordinator.

OTHER USES OF THE MATERIALS

The materials may be used in other ways. For example, the district administrator shows the introductory filmstrip to the school board when securing board support for starting an improvement effort in one or more schools and for establishing an office of school improvement in the district office.

Parents and other citizens are shown relevant filmstrips to acquaint them with what the school is planning or is already implementing.

Student members of school councils and committees are shown relevant filmstrips, listen to audiocassettes, and engage in other information gathering activities.

Ease of Implementing the Strategies and Structures

The design does not prescribe the strategy or the organizational structure that any school should implement first. Moreover, a school should start with one or more strategies or structures with which it is most likely to experience success, since failure in a first effort jeopardizes starting any subsequent program.

In terms of the amount of time required for preparation, planning, and implementation, certain strategies and certain facilitative organizational structures are more easily implemented than others. Moreover, some strategies and structures can be implemented in part rather than in totality.

The order of the improvement strategies from least to most difficult is (a) evaluation-based goal setting, (b) individual instructional programming, and (c) individual educational programming.

Four different approaches to evaluation-based goal setting may be employed. Individual teachers can implement evaluation-based goal setting with the students enrolled in their courses. The teachers of a particular subject field can also. Individual advisors, advisors of the students of a grade, or all advisors can implement goal setting with their advisees. School groups can set goals for the composite group of students of a grade, for the student enrolled in a subject field, or for all the students.

The individual instructional programming strategy can be implemented in ways analogous to goal setting. It typically requires more time than goal setting because teachers need to prepare either resource units for the teacher or learning guides for students. It also increases the preparation time for teachers who previously have used only whole-class instruction.

The individual educational programming strategy is most time consuming because teachers typically must serve as advisors and conduct individual conferences with 15 to 30 advisees each semester. This typically increases the amount of time that teachers spend with students and parents. This strategy can be implemented schoolwide or by grade at the beginning. However, it is unwise to have it on a permanent basis for only part of the students.

The facilitative organizational structures are not rank ordered in terms of difficulty of implementation. How easily some are started depends on the existing relationship among and between different groups, e.g., school board, teacher organizations, district officials, principal and administrative team, teachers of the building, students, parents, and other citizens. It is very difficult if not impossible to start an improvement program after a school is scheduled for closing, after a large budget cut is voted, when a teacher strike is threatened or in progress, when a large number of lay-offs or transfers is expected, or when it is district policy to change the principal or other key staff members from one building or position to another regardless of their interests or competence.

Assuming that none of these conditions exist and there is reasonably high staff morale and a safe and stimulating learning environment, it should not be difficult to initiate or refine the administrative arrangements for shared decision making, support arrangements, curriculum improvement, student decision making, or a program of home-school-community relations. Starting a schoolwide teacher-advisor program or shifting to team teaching require more time.

Chapter 2

EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT

Herbert J. Klausmeier

Many students find most or all of their courses interesting and worthwhile. However, some students believe that their courses are not appropriate for them. The courses are too hard or too easy. The content and activities are of little or no interest. The students see no relationship between the course work and their present or future life situations. The individual educational programming strategy is designed to eliminate these problems by making it possible to arrange more appropriate educational programs of course work and other educational activities for students.

Arranging an appropriate educational program for each student is one of three basic strategies incorporated in the design for the renewal and improvement of secondary education. Careful planning of the individual student's program assures that each student enrolls in courses and/or learning units within courses that are best suited to his or her needs. Monitoring the student's program during the semester assures that the student's progress is reinforced and that learning difficulties are identified early and corrected. Evaluation of the student's completed program provides an estimate of the appropriateness and the value of the program to the student and thereby supplies useful information in planning the student's next program.

Educational programming is carried out somewhat differently in the middle school and the high school. In the middle school, students typically take the same courses, nearly all of which are required. To meet individual student's educational needs effectively, the students enrolled in the same course do not take identical units of the course. In the high school students take different elective courses as well as different units of the required courses.

Individual educational programming is often carried out as part of a teacher-advisor program. Chapter 10 is directed toward teacher advising and indicates how teacher advisors implement individual educational programming with their advisees and the advisee's parents. However, teachers, counselors, and other school personnel may plan educational programs of designated students and monitor these students' progress without the school adopting a teacher-advisor program. In this chapter the focus is on the educational programming strategy, not on teachers serving as advisors.

As is indicated in Chapter 2 of the textbook, individual educational programming is very different for normally developing students than for students with handicapping conditions. The many conferences and the large amount of paper work and reporting required to meet the provisions of PL 94-142 are not included in the present strategy.

Design Objectives

Comprehensive Objective:

An individual educational program of course work and other activities is arranged for each student each semester that satisfies the student's developmental needs and characteristics and that also meets district and state requirements.

Illustrative Enabling Objectives:

Each student's individual educational program which includes all courses and other activities:

Is planned each semester or year by the student and the student's advisor.

Takes into account the student's aptitude for learning different subject matters, interests, motivation, learning styles, career goals, and other personal and social characteristics.

Provides for experiential learning, including work experience in the community, for students who will benefit from it.

Is monitored cooperatively by the student and the student's advisor throughout the semester.

Is changed as necessary during the semester to assure high quality education for the student.

The preceding comprehensive objective indicates the broad aim of individual educational programming while the illustrative enabling objectives specify means of achieving the aim. Later in this chapter, improvement goals are stated in terms of student outcomes that follow from implementation of the individual educational programming strategy. No goals are given that pertain directly to the process of individual educational programming. Rather, the educational programming process is clarified in the textbook and the correlated filmstrip and school experiences audiocassette.

Preplanning activities, a prototypic plan for starting individual educational programming, and aids for using the WRISE material in an inservice program follow. Chapter 1 provides the background information that is essential for the effective use of the ideas in this chapter. A most important consideration is that since each school has its own unique culture, it must adapt the ideas throughout this chapter to fit its own situation.

Preplanning Activities

The activities assume that the school has not established a schoolwide improvement committee. Therefore, the principal exercises much initiative throughout the preplanning phase.

The principal, after securing central office and school board support to proceed with preplanning activities, makes a commitment (a) to lead the improvement of the school's practices with respect to individual educational programming or (b) to delegate the leadership to another member of the school staff while yet fully understanding and supporting the program.

The principal involves key faculty members in assessing the school's current practices regarding educational programming and in assessing the school's readiness for changing current practices.

The principal, along with interested counselors and teachers, forms a task force on individual educational programming that includes the principal or other members of the administrative team, a counselor and/or a learning coordinator, and representative teachers. The task force considers when to involve students and parents.

All members of the task force gain a complete understanding of the WRISE concepts and practices related to individual educational programming. The task force as a group:

Views and discusses the filmstrip, "Educational Programming for the Individual Student: Part I."

Listens to and discusses relevant sections of the audiocassette, "Experiences of Two Middle Schools and of Two Senior High Schools with Educational Programming for the Individual Student: Part I."

Reads textbook Chapter 2, "Educational Programming for the Individual Student."

Studies the correlated materials on individual instructional programming, curricular arrangements, evaluation, and teacher-advisor programs.

The task force, with input to and from the faculty, informally assesses their school's present situation, identifies how individual educational programming will contribute to improving the school's educative processes, and outlines possible means of implementing individual educational programming. It also determines the inservice education that will be needed and whether it will be conducted by the school staff or secured from an external source.

The task force estimates the costs of preparing for and implementing individual educational programming. Task force members confer with district officials. District officials indicate the district's support of the program.

Summary of a Prototypic Plan

1. Title of Program

Individual Educational Programming.

2. Percent of Students and Grades Involved

One-hundred percent of the students of a middle school, junior high school, or high school. (Some schools start with the students of one grade and extend the program upward by one grade each year.)

3. Persons Who Will Plan, Coordinate and Evaluate the Program

A task force on individual educational programming.

4. Persons Who Will Implement the Program

All teachers, all counselors, all administrators.

5. Time Schedule

The task force will prepare a time schedule to facilitate the wise use of staff time, to communicate expectations, and to monitor progress. The beginning and ending of some phases of the improvement process will overlap, e.g., some preparatory activities will be started before the planning process is completed.

	Starting Date	Ending Date
Preplanning Activities		
Planning		
Preparatory Activities		
Baseline-Year Evaluation		
First-Year Implementation		
Evaluation of First-Year Implementation		
Refinement/Renewal		

6. Budget

The task force will make a thorough cost analysis and will prepare a budget for each phase of the improvement process. Staff time and monies currently allocated to less critical activities will be allocated to the improvement activities. District funding will be committed to assure that the program will be planned and implemented properly in the first year and that it will not be curtailed or discontinued during the second year or thereafter for lack of funding.

	Budget for Each Phase			
	Planning	Preparation	First-Year Implementation	Refinement/Renewal
Substitute teachers				
Summer employment				
Consultants				
Workshops, seminars, etc.				
Materials, tests, etc.				
Travel				
Other				

7. Improvement Goals

General goals are given that a school staff might set and try to attain during the first year of implementation, if no baseline information is available for setting performance goals. Illustrative performance goals are indicated for each general goal. The performance goals imply that test results and other information will be available for evaluating attainment of the goal as is outlined later in Chapter 7. Typically the school will base its performance criterion on one or two of the following: standardized test scores, criterion-referenced test scores, or teacher-assigned grades. However, other student outcomes, in addition to achievement, might be used. (A school might set other general and performance goals.)

General Goal:

Each student, and accordingly the composite group of students of each grade, will have an educational program that is appropriate for the student in terms of the student's attainment of his or her course goals, capability for learning the material of each course, general interests, career goals, and learning styles.

Performance Goals:

All six of student A's courses will be appropriate for him or her.

Ninety percent or more of the (Grade 7, Grade 11) students' programs will be appropriate for them.

General Goal:

Each student, and thus the composite group of students of each grade, will demonstrate a high level of achievement in the academic subjects as measured by standardized tests.

Performance Goals:

Student A's achievement in social studies will equal or exceed the 60th percentile.

Sixty percent of the (Grade 7, Grade 11) students will score at or above the 50th percentile in math.

General Goal:

Each student, and therefore the composite group of students of each grade, will demonstrate a high level of achievement in the academic subjects as measured by criterion-referenced tests.

Performance Goals:

Student N will reach the minimum competency criterion in reading while in Grade 8.

Eighty percent or more of the (Grade 6, Grade 10) students will meet the minimum competency level in writing for (middle school, high school) graduation.

General Goal:

Each student, and therefore the composite group of students in each grade, will demonstrate a high level of achievement in the academic subjects as measured by grade point average.

Performance Goals:

Student Y will make at least a B in second semester algebra.

The grade point average for (Grade 6, Grade 9) will be 2.9 or higher in science.

8. Preparatory Activities

Task force members' teaching schedules and other time commitments will be arranged so they can meet at regularly scheduled times.

The task force will gain faculty and parent commitment for implementing the individual educational programming strategy.

Advisors' schedules will be arranged so that they can meet during the inservice period to learn to carry out advising responsibilities.

The inservice activities will be arranged so that the advisors can participate in the activities individually, in groups, and/or as a total group.

The task force will aid the school staff in preparing to implement the individual educational programming strategy by leading the study of part or all of the correlated WRISE materials that the task force used earlier as a preplanning activity, arranging for the staff to visit schools that have exemplary practices, making available to teachers materials from schools with operating programs, and arranging for other inservice activities.

The task force will develop a planning form to be used in the individual planning conferences with the student and the parents. Input will be received from the staff who will serve as advisors. (Students and parents may be invited to review the ideas.)

The task force will invite students and parents to participate in relevant preparatory activities.

9. First-Year Implementation and Monitoring

Advisors' schedules will be arranged so that groups of advisors can meet at a regularly scheduled time throughout the year to plan and discuss their activities and to increase their skill in conducting the individual conferences.

Advisors' and students' schedules will be arranged so that advisors and their advisees can meet regularly for group sessions and in individual conferences.

Individual educational programming will be explained to the students and their parents.

Individual conferences will be conducted to plan and monitor each student's progress and to evaluate the appropriateness of each students' completed program.

With respect to monitoring, a task force member who is not responsible for evaluating teacher performance will carry out activities such as observing the advisor conducting individual conferences, examining records kept by the advisor regarding advisees, and observing group meetings of advisors for the purpose of aiding the advisors. If an advisor is experiencing difficulty and desires assistance, the task force member may provide it directly or have other school or district persons provide it.

The advisors will communicate their progress and concerns to a designated task force member.

Parents and students will communicate their progress and concerns to a designated task force member.

10. Evaluation

The purpose of the evaluation activities that follow is solely to improve instruction, not to arrive at judgments that influence teachers' salaries or job security in any way. Accordingly, one or more task force members who are not responsible for evaluating teachers' performances will coordinate the activities. (Refer to Chapter 7 on evaluation if any of the substantive aspects of the activities that follow are not clear.)

Ensuring that advisors have the needed information for planning, monitoring, and evaluating each student's educational program.

A task force member will secure the available information on each student, enter the information on the student's program planning form, and aid the advisors in interpreting and using the information in planning the educational programs of their students. The main kinds of information to be used in the planning conferences are standardized and criterion-referenced test results, grade point average in each subject, career goals, and learning styles.

A task force member, with input from the advisors, will develop an advisor self-evaluation form. Each advisor will complete the form for a specified number of individual conferences. The advisor and the task force member will discuss these results as a means of assuring that necessary information is available for conducting the individual conferences.

Determining the extent to which each student had an appropriate educational program for each semester and year.

Each advisor in a conference with the advisee will examine the student's achievement based on letter grades, test results, etc., (a) to determine the extent to which the student achieved his/her goals in each course, (b) to ascertain the extent to which the student achieved as well as expected in each course, and (c) to judge how appropriate each course was for the student in terms of the student's capability for learning the particular subject matter, interests, career goals, learning styles, and other characteristics. This information will be used in planning the student's program for the ensuing semester or year.

The task force member will summarize the information from all teachers. The task force will use the information in evaluating the educational programs of the students in each grade of the school.

Determining the effects of individual educational programming on student achievement.

Each advisor will determine the extent to which each of his or her advisees attained general goals and/or performance goals that were set pertaining to achievement.

A task force member will examine achievement and competency test results, grade point average, and other information for the composite group of students of each grade to ascertain the extent to which the students attained the goals that were set for each grade.

A task force member assisted by designated faculty will prepare an annual evaluation report for review by the task force on individual educational programming, by the educational improvement committee, and by the entire faculty. The report will be prepared in such a manner that the results cannot be related to individual students or individual teachers.

11. Refinement/Renewal

The cycle of evaluation, goal setting, planning, and implementation will continue on an annual basis. Ineffective advising practices will be eliminated and effective practices will be maintained and strengthened. As the staff continues to engage in this cycle of activities and as more sophisticated staff development continues, the school will strengthen its own improvement capability and will also experience renewal as a social organization.

Aids for Using Correlated WRISE Materials

Review the section of Chapter 1 of this manual on ways of using the material.

Study each synopsis that follows for your own review.

Present the synopsis orally to the inservice group immediately before they study the material.

TEXTBOOK CHAPTER SYNOPSIS

The need for educational programming for the individual student is made clear. Then planning the individual educational programs of normally developing students is explained and clarified with examples. Arranging an appropriate instructional program in each course included in the student's educational program is previewed.

FILMSTRIP CONTENT SYNOPSIS

FRAMES	
1-21	Arranging a complete educational program of courses and other activities for each student each semester and arranging an appropriate instructional program for the student in each course in which the student is enrolled are introduced. A seven-step sequence of instructional programming for the individual student is presented.
20-25	Application of the seven-step sequence in instructional programming in all subject fields at Steuben Middle School in Milwaukee, Wisconsin, is explained.
51-82	Instructional programming for the individual student in reading and mathematics at Steuben Middle School is illustrated.
83-91	Arranging a complete educational program of courses and other activities for each student each semester is shown at East High School, Denver, Colorado.
92-104	The complete educational programs of two students at Hood River Valley High School, Hood River, Oregon, are illustrated.
105-107	Closing frames and credits.

AUDIOCASSETTE CONTENT SYNOPSIS

SIDE A/Segment 1: "Experiences of Webster Transitional School with Educational Programming for the Individual Student: Part I" (TIME: 11 minutes).

The principal and a teacher from Webster Transitional School in Cedarburg, Wisconsin, discuss educational programming for the individual student and give examples to show how total educational programs are arranged for individual students.

SIDE A/Segment 2: "Experiences of Steuben Middle School with Educational Programming for the Individual Student: Part I" (TIME: 10 minutes).

Representatives from Steuben Middle School in Milwaukee, Wisconsin, explain how they arrange a total educational program of courses and other learning activities for each student in their school.

SIDE B/Segment 1: "Experiences of Hood River Valley High School with Educational Programming for the Individual Student: Part I" (TIME: 8 minutes).

The principal and a teacher from Hood River Valley High School in Oregon describe their use of learning units and clusters of courses in arranging a total educational program for each student.

SIDE B/Segment 2: "Experiences of Cedarburg High School with Educational Programming for the Individual Student: Part I" (TIME: 10 minutes).

Representatives of Cedarburg High School in Cedarburg, Wisconsin, describe an alternative school-within-a-school arrangement and explain how individual educational programming is implemented.

Chapter 3

INSTRUCTIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT

Herbert J. Klausmeier

Individual instructional programming is one of three basic strategies for improving secondary schooling. Its focus is on arranging an excellent program of instruction for each student enrolled in each course. Individual instructional programming cannot be implemented effectively if a student is placed in a course that is inappropriate, that is, if the individual educational programming strategy (Chapter 2) is not implemented effectively. However, it can be effective even though goal-setting for groups of students (Chapter 7) is not implemented.

Before proceeding further we should recognize that the improvement of instruction is a central concern of teachers and other school staff. The effectiveness of instruction is related not only to methods of teaching, such as demonstrating or explaining, but also to the amount of time allocated to instruction; the course content and objectives; the number and characteristics of the students assigned to the course; the availability of instructional facilities, materials, equipment, and supplies; the kinds of learning activities employed; the capabilities and personality of the teacher; and numerous other factors. Some of these factors are directly controllable by the individual teacher in improving instruction; others are not. Accordingly, only a cooperative effort by administrators and teachers yields more effective instruction in most situations.

The typical approach to improving instruction is an externally conducted inservice program directed toward all teachers of the school learning how to do the same thing more effectively, such as questioning, keeping students on task, maintaining discipline, managing the classroom, teaching reading skills, or using microcomputers. A different approach is represented by instructional programming for the individual student. It is different in two ways.

First, the approach involves each teacher trying to understand the educational needs and learning characteristics of each student and meeting the needs of each student as well as possible. When this is done, students' instructional programs in a course are not identical with respect to their learning goals, the time they spend achieving their goals, or the instructional materials and activities that they use. The likenesses and differences among the students' programs depend upon the course objectives and other factors mentioned earlier.

Second, when implementing individual instructional programming, the staff itself tries to find ways of improving instruction by using its own intellectual resources and the material resources of the school and the school district. Inservice education is sought and provided by external sources only as the staff experiences a particular need that is cannot meet effectively.

We recognize that many teachers are already providing good instructional programs for the students enrolled in their courses. However, the large amount of undifferentiated, teacher-directed, whole-class instruction with the attendant low student motivation and achievement suggests that a schoolwide approach to implementing individual instructional programming should increase school effectiveness.

The comprehensive and enabling objectives of the design, preplanning activities, a prototypic plan, and suggestions for using the correlated WRISE material follow. Chapter 1 gives information that is essential for using the ideas in other chapters. One important consideration is that each school has its own culture and accordingly must adapt the ideas to fit its own situation.

Design Objectives

Comprehensive Objective:

An individual instructional program that takes into account the student's aptitudes, interests, motivation, learning styles, career goals, and other personal and social characteristics is arranged for the student in each course and any other activity that is part of the student's total educational program.

Illustrative Enabling Objectives:

The instructional program of the student:

Is planned by the student and the teacher of the course at the beginning of the course.

Includes course and unit objectives that are appropriate for the student in terms of the student's aptitude, entering achievement level, and career goals.

Provides an appropriate amount of time in class and during or outside school hours to suit the student's rate of achieving his or her objectives in the course.

Provides for appropriate individual attention by the teacher to take into account the student's motivation and other personality characteristics.

Provides for an appropriate amount of teacher-directed individual, pair, small-group, and large-group activity to take into account the student's need for structure and preferences for mode of instruction.

Provides for an appropriate amount of student-initiated individual, pair, small-group, and large-group activity to take into account the student's need for independence and preferences for mode of instruction.

Provides for appropriate use of printed materials, audiovisual materials, and direct experiencing to take into account the student's preferred styles of learning--visual, auditory, tactual, or kinesthetic.

The preceding comprehensive objective indicates the broad aim of individual instructional programming while the illustrative enabling objectives specify means of achieving the aim. Later in this chapter, improvement goals are stated in terms of student outcomes that follow from implementation of the instructional programming strategy. No goals are given that pertain directly to the instructional programming process. Rather, the instructional programming process is clarified in the textbook and the correlated filmstrip and school experiences audiocassette.

Preplanning Activities

The activities assume that the school has not established a schoolwide improvement committee. Therefore, the principal exercises much initiative throughout the preplanning phase.

The principal, after securing central office and board support to proceed with preplanning activities, makes a commitment (a) to lead the improvement of the school's practices with respect to instructional programming or (b) to delegate the leadership to another member of the school staff.

The principal involves key faculty members in assessing the school's current instructional practices and in identifying areas of possible improvement.

The principal, along with interested counselors and teachers, forms a task force on individual instructional programming that includes the principal or other members of the administrative team, a counselor and/or a learning coordinator, and representative teachers. The task force considers when to involve students and parents.

All members of the task force gain a complete understanding of the WRISE concepts and practices related to individual instructional programming. The task force as a group:

Views and discusses the filmstrip, "Educational Programming for the Individual Student in Secondary Schools: Part II."

Listens to and discusses relevant sections of the audiocassette, "Experiences of Two Middle Schools and Two Senior High Schools with Individual Programming for the Individual Student" Part II."

Reads textbook Chapter 3, "Instructional Programming for the Individual Student."

The task force visits schools that are implementing individual instructional programming, confers with other schools by phone and mail, and secures curriculum guides and other printed material that facilitate individual instructional programming.

The task force, with input to and from the faculty, informally assesses their school's present situation, identifies possible improvements in instructional practices, and possible means of implementing the improvements. The task force determines the inservice education that will be needed and whether it will be conducted by the school staff or secured from an external source.

Summary of a Prototypic Plan

1. Title of Program

Individual Instructional Programming.

2. Percent of Students and Grades Involved

One-hundred percent of the students of a middle school, junior high school, or high school and one or more subject fields. (Some schools start with the students of one grade or of the teachers who pilot the strategy.)

3. Persons Who Will Plan, Coordinate and Evaluate the Program

A task force on individual instructional programming consisting of the principal and other members of the administrative team, a learning coordinator, a guidance counselor, and one or more teachers from each subject field selected for improvement.

4. Persons Who Will Implement the Program

All teachers of the subject fields selected for improvement.

5. Time Schedule

The task force will prepare a time schedule (or a planning system such as PERT) to facilitate the wise use of staff time, to communicate expectations, and to monitor progress. The beginning and ending of some phases of the improvement process will overlap, e.g., some preparatory activities will be started before the planning process in completed.

	Starting Date	Ending Date
Preplanning Activities	____________	____________
Planning	____________	____________
Preparatory Activities	____________	____________
Baseline-Year Evaluation	____________	____________
First-Year Implementation	____________	____________
Evaluation of First-Year Implementation	____________	____________
Refinement/Renewal	____________	

6. Budget

The task force will make a thorough cost analysis and will prepare a budget for each phase of the improvement process. Staff time and monies currently allocated to less critical activities will be allocated to the improvement activities. District commitment of the funding will be secured to assure that the program will be planned and implemented properly in the first year and that it will not be curtailed or discontinued during the second year or thereafter for lack of funding.

	Budget for Each Phase			
	Planning	Preparation	First-Year Implementation	Refinement/ Renewal
Substitute teachers				
Summer employment				
Consultants				
Workshops, seminars, etc.				
Materials, tests, etc.				
Travel				
Other				

7. Improvement Goals

General goals are given that a school staff might set and try to attain during the first year of implementation, if no baseline information is available for setting performance goals. Illustrative performance goals are indicated for each general goal. The performance goals imply that test results and other information will be available, as outlined later in Chapter 7 on evaluation. Typically the school will base its performance criterion on one or two of the following: standardized test scores, criterion-referenced test scores, or teacher-assigned grades. However, other student outcomes, in addition to achievement, might be used. (A school might set other general and performance goals.)

General Goal:

Each student, and accordingly the composite group of students in each course, will have an instructional program that is appropriate for the student in terms of the student's attainment of his or her course goals, entering achievement level, general interests, career goals, and learning styles.

Performance Goals:

Student A will have an appropriate instructional program in each unit of study in science.

Ninety percent or more of the students of Teacher A will have appropriate instructional programs in English.

Ninety percent or more of the Grade 9 students will have appropriate instructional programs in English.

General Goal:

An already high level of achievement in the required subjects by each individual student and thus by the composite group of students in each grade as measured by standardized educational achievement tests will be maintained and a low level will be raised.

Performance Goals:

Student A's achievement in science will equal or exceed the 70th percentile.

Sixty percent of the Grade 10 class will score at or above the 50th percentile in English.

General Goal:

An already high level of achievement in the required subjects by each individual student and therefore by the composite group of students in each grade as measured by criterion-referenced tests will be maintained and a low level will be raised.

Performance Goals:

Student N will attain the minimum competency criterion in reading.

Seventy percent or more of Grade 9 students will meet the minimum competency level in math for high school graduation.

General Goal:

An already high level of achievement by each student and thus by the composite group of students in each grade as measured by letter grades or grade point average will be maintained and a low level will be raised.

Performance Goals:

Student X will earn an A in typing.

The grade point average for the Grade 10 class in American History will be 2.9 or higher.

8. Preparatory Activities

Teaching schedules and other time commitments will be arranged so that the task force members can meet at regularly scheduled times.

The task force will gain faculty and parent commitment for implementing the individual instructional programming strategy.

The inservice activities will be arranged so that teachers can participate in the activities individually, in groups, and/or as a total group.

The task force will aid the school staff in preparing to implement the individual instructional programming strategy by leading the study of part or all of the correlated WRISE materials that the task force used earlier as a preplanning activity, arranging for the staff to visit schools that have exemplary practices, making available to teachers materials from schools with operating programs, and arranging for consultants to conduct inservice activities.

The task force will prepare guidelines for teachers to use in developing materials to implement the individual instructional programming strategy.

Time will be arranged so that the teachers can prepare their teaching aids and student learning guides prior to teaching the courses.

The task force will invite students and parents to participate in relevant preparatory activities.

9. First-Year Implementation and Monitoring

Classes of the teachers will be arranged so that groups of teachers can meet at a regularly scheduled time to plan and discuss their activities.

At the beginning of the course the teacher will use part of one or two class periods during which each student will plan his or her instructional program by identifying the course objectives required of all students and his or her elective objectives, as well as the required objectives and his or her elective objectives for the first unit of the course.

The teacher will monitor each student's attainment of his or her unit and course objectives.

Toward the end of the course, the teacher will use part or all of two class periods to measure student attainment of course goals and to evaluate the value and appropriateness of each student's instructional program.

Throughout the course, the teacher will carry out the provisions pertaining to accommodating students' rate of learning, personality, motivation, and learning styles as indicated earlier in the enabling objectives.

Related to monitoring progress, a task force member who is not responsible for evaluating teacher performance will carry out activities such as observing group meetings of the teachers, observing teachers' classes, and examining the materials and tests they use. This will be done for the purpose of aiding teachers in the attainment of their improvement goals, not to evaluate their performance. If a teacher is experiencing difficulty and desires assistance, then the task force member may provide it directly or have other school or district persons provide it.

The teachers will communicate their progress and concerns to a designated task force member.

Parents and students will communicate their concerns, first to the teacher and then with the teacher to a designated task force member.

10. Evaluation

The purpose of the evaluation activities that follow is solely to improve instruction, not to arrive at judgments that influence teachers' salaries or job security in any way. Accordingly, one or more task force members who are not responsible for evaluating teachers' performances will coordinate the activities. (Refer to Chapter 7 on evaluation if any of the substantive aspects of the activities that follow are not clear.) Evaluation information that is gathered and summarized one semester or year will be used to estimate the effectiveness of the current program and to plan improvements for the next semester or year.

Ensuring that provisions are made whereby teachers can secure the necessary information regarding their students and can arrange the instructional conditions for planning, monitoring, and evaluating the instructional programs of the students enrolled in their courses.

Each teacher will complete a short checklist rating the extent to which the student information and the instructional conditions were arranged. The task force member will summarize the results of the ratings for each subject field. This information will be used in assessing the implementation of the instructional programming strategy for the current year and in setting goals and planning improvements for the next year.

Determining the extent to which each student had an appropriate instructional program in the course.

At the time of reporting the semester grade, the teacher will (a) determine the extent to which the student attained his or her course goals, (b) ascertain the extent to which the student achieved as well as expected, and (c) judge the appropriateness of each course taught in terms of each student's capability for learning, interests, career goals, learning styles, and other characteristics. A task force member will summarize the information according to subject field and grade of school. This information will be used in assessing the present year's accomplishments and in setting measurable goals for next year and planning related improvements.

Determining the effects of instructional programming on student achievement.

Each teacher will determine the extent to which each student attained his or her general course objectives and/or performance goals. A task force member, with participation by the teachers, will examine relevant standardized and criterion-referenced test results, grades, and other information to ascertain the extent to which the students in each course and in each subject field attained the general goals or performance goals that were set. This information will be used in determining the effects of implementing instructional programming for the current year and in setting measurable goals and planning related improvements for next year.

A task force member, assisted by designated faculty, will prepare an annual evaluation report for review by the task force on individual instructional programming, the educational improvement committee, and then the entire faculty. The report will be prepared in such a manner that the results cannot be related to individual students or individual teachers.

11. Refinement/Renewal

The cycle of evaluation, goal-setting, planning, and implementation of improvements will continue on an annual basis. Ineffective instructional practices will be eliminated and effective practices will be maintained or strengthened. As the staff continues to engage in this cycle of activities and as more sophisticated staff development continues, the school will strengthen its own improvement capability and will also experience renewal as a social organization.

Aids for Using Correlated WRISE Materials

Review Chapter 1 on using the material.

Study the synopsis that follows for your own review.

Present the synopsis orally to the inservice group immediately before they study the material.

CHAPTER CONTENT SYNOPSIS

Concepts and practices related to arranging an appropriate instructional program for each student enrolled in a course are presented. Particular attention is given to formulating developmental objectives and taking into account the student's characteristics. Developing a learning guide for use by students is explained. Examples of instructional programming practices are provided.

FILMSTRIP CONTENT SYNOPSIS

FRAMES	
1-23	A seven-step sequence for arranging the individual student's instructional program in each course included in the student's educational program is illustrated at Steuben Middle School in Milwaukee, Wisconsin.
24-51	Instructional programs of individual students which include teacher-directed group instruction, small-group activities, and individual activities in mathematics, developmental reading, and social studies at Steuben Middle School are described.
52-83	Instructional programs of individual students designed to enable the student to achieve minimal proficiency in reading, writing, and mathematics are illustrated at East High School in Denver, Colorado.
84-103	Examples of individual instructional programs at Hood River Valley High School in Hood River, Oregon, are presented. For each student, an individual instructional program suited to the student's rate of learning, career goals, and learning styles is arranged in each course in which the student is enrolled.
104-106	Closing frames and credits.

AUDIOCASSETTE CONTENT SYNOPSIS

SIDE A/Segment 1: "Experiences of Webster Transitional School with Educational Programming for the Individual Student: Part II" (TIME: 11 minutes).

Representatives of Webster Transitional School in Cedarburg, Wisconsin, describe how they arrange an individual instructional program for each student enrolled in a course. Instructional programming for both normally developing and learning disabled students is discussed.

SIDE A/Segment 2: "Experiences of Steuben Middle School with Educational Programming for the Individual Student: Part II" (TIME: 9 minutes).

A teacher and the curriculum coordinator of Steuben Middle School in Milwaukee, Wisconsin, explain how individual instructional programs are arranged for their students in each course the student takes. The discussion focuses on the development and use of objectives in curricular areas and the organization of teachers into instructional teams.

SIDE B/Segment 1: "Experiences of Hood River Valley High School with Educational Programming for the Individual Student: Part II" (TIME: 11 minutes).

The principal and a teacher from Hood River Valley High School in Oregon explain how individual instructional programs are arranged in their school. The organization of courses into learning units and the development of instructional objectives are discussed.

SIDE B/Segment 2: "Experiences of Cedarburg High School with Educational Programming for the Individual Student: Part II" (TIME: 12 minutes).

A teacher and the vice principal from Cedarburg High School in Cedarburg, Wisconsin, discuss their approach to arranging an appropriate instructional program for a student in each course. The Cedarburg representatives describe an alternative school-within-a-school program and explain the use of different levels of objectives with different students.

Chapter 4

CURRICULAR ARRANGEMENTS

Herbert J. Klausmeier

Changing the school's curriculum is a most direct means of increasing student achievement and attaining other desired goals. Curriculum improvement calls for a cooperative effort by district office staff and local school representatives. One important curriculum improvement activity is revising program goals and, based on the revisions, adding or dropping courses or units of courses, modifying the content and objectives of present courses, and increasing or decreasing the amount of time allocated for instruction in the program area. Other improvement activities included preparing curriculum guides and providing high quality instructional materials. All of these activities result in a curriculum that aids teachers in arranging more effective instruction for their students and that helps advisors plan better educational programs for their advisees.

Changing the school's curriculum is accomplished in different ways. One approach employed by the local school staff has five major phases:

1. Examine the school's statement of program goals in relation to the district goals and philosophy. Reconcile any differences between the two.

2. Examine the goals of each course in relation to the school's program goals and philosophy. Reconcile any differences between the two.

3. Examine the goals of each course in relation to the goals of other courses of the same program (subject field) and also of other programs. Identify omissions, unintentional overlapping, and lack of continuity between the courses of the same program area. Identify unintentional overlapping among the courses of the various program areas. Based on the findings provide for better continuity and more integration as appropriate. Drop or add courses as appropriate. Allocate more or less time for instruction for the total program and for one or more courses of the program. Develop or revise curriculum guides as needed.

4. Examine the content of each course in terms of its effectiveness in facilitating the attainment of the course goals. Identify omissions, overlapping, lack of continuity, and irrelevant content. Provide for better continuity and more integration among units of study within each course as appropriate. Drop or add units of study. Allocate more or less time for units. Develop new unit outlines or update current ones.

5. Examine the instructional arrangements, including the methods and materials, in terms of facilitating the attainment of the course goals. Consider the quantity, appropriateness, and variety of the materials and the effectiveness of the methods. Make revisions and changes as necessary.

It is generally agreed that the curriculum should be structured and provide for the common educational needs of all students. At the same time the courses required of all students should be adapted to meet the unique educational needs of each student.

There are few or no electives in Grades 6 through 8 of the middle school. Accordingly, each middle school and individual teachers adapt the curriculum to meet the needs of the individual student primarily by varying the objectives and content of the required general education courses. The adaptation of the required courses takes the same form in the high school and, in addition, students elect various courses.

Curricula vary considerably from one school district to another and from one state to another. To establish a common frame of reference for considering curriculum improvement, a typical middle school curriculum, Grades 6 through 8, and a typical high school curriculum, Grades 9 through 12, are outlined. The remainder of the chapter is based on these typical curriculum patterns. The chapter assumes that a local school that has a similar curriculum pattern can make improvements in the course content and in course offerings with support from the district office.

In the typical middle school about two-thirds of the school day in each of Grades 6, 7, and 8 is given to language arts, reading, mathematics, science, and social studies. The remainder of the time across the three grades is given to art, career education, foreign languages, music, physical education and health, and applied arts. However, instruction in no more than three of these subject fields is provided in any grade during any given week of the year and more instruction is provided in certain areas, e.g., physical education than in others, e.g., career education. No assumption is made here regarding the extent to which the instruction is departmentalized or integrated or whether or not instruction follows clearly delineated class periods marked by beginning and ending bells.

Concerning the typical high school curriculum, Grades 9 through 12, 20 credits are required for graduation and students may take more than 20 credits. Each student to be graduated with a diploma must complete the following requirements, Grades 9 through 12:

4 credits in English communication skills and literature,

2 credits in mathematics,

2 credits in science,

2 credits in social studies,

1 1/2 credits in the fine and performing arts,

1 1/2 credits in health and physical education,

1 1/2 credits in career/vocational education and applied arts areas,

1/2 credit in computer literacy,

5 or more elective credits; foreign language may be part of the electives.

The preceding permits the college preparatory student taking 20 credits to complete 4 credits in English, 2 in a foreign language, 3 in mathematics, 3 in science, and 3 in social studies, a total of 15 credits. However, it also requires the student to complete 5 credits in the other four areas. The student taking 20 credits who will seek employment upon high school graduation may complete 4-7 credits in a vocational area, 10-12 1/2 in English, foreign languages, mathematics, science, and social studies, and 3 1/2-6 in the other three areas.

In addition to the preceding, high school level courses completed in Grade 8 count as electives toward meeting the high school graduation requirements; high school students are awarded credit for a course by passing an oral or written examination or a performance test, and college courses and technical school courses taken during the high school years count toward meeting the high school graduation requirements.

No assumptions are made regarding the extent to which the high school curriculum is organized into separate subjects or how the school day is organized into class periods. As we shall see in Chapter 5, experiential learning, including work experience in the community, is regarded as appropriate for meeting some of the high school graduation requirements when it is properly guided and supervised. Since this area of the curriculum is considered in Chapter 5, no improvement goals related to work experience are included in this chapter.

The comprehensive and enabling objectives of the design, preplanning activities, a prototypic plan, and suggestions for using the correlated WRISE material follow. Chapter 1 gives information that is essential for using the ideas in this chapter. One important consideration is that each school is a unique culture and accordingly must adapt the ideas to fit its situation.

Design Objectives

Comprehensive Objective:

The curriculum is structured to meet state and district requirements but it can be adapted by the school and individual teachers to take into account the differing educational needs of students.

Illustrative Enabling Objectives:

The curriculum, including the required courses or competencies and the amount of time allocated for instruction in each course, is organized to promote effective learning in the following areas:

Communication skills, including reading, writing, speaking, and listening.

Mathematical concepts and skills.

Scientific and technological concepts and skills, including computer technology.

Social science concepts and skills.

The fine and applied arts.

Foreign languages.

Career education, including awareness, exploration, and preparation.

Health education, both physical and mental.

Family and home membership.

Leisure education, including crafts, clubs, and extra-curricular activities.

Related to the preceding areas, curriculum committees, groups of teachers, and individual teachers:

Identify or prepare content outlines, organized in the form of taxonomies, other hierarchies, or topical outlines.

Identify or formulate program, course, and unit objectives.

Identify or prepare resource units and other materials for teacher use.

Identify or prepare instructional materials for student use.

Prepare learning guides that the students and the teacher use at the beginning of each course in planning each student's instructional program.

The preceding comprehensive and enabling objectives indicate directions and means for curriculum improvement. Later in this chapter, improvement goals are stated in terms of student outcomes that follow from effective curriculum development. No goals are given regarding curriculum development processes as implied by the enabling objectives. Rather, curriculum development is clarified in the textbook and the correlated filmstrip and school experiences audiocassette.

Preplanning Activities

The activities assume that the school has not established a schoolwide improvement committee. Therefore, the principal exercises much initiative throughout the preplanning phase.

The principal, after securing central office and school board support to proceed with preplanning activities, makes a commitment (a) to lead the improvement activities or (b) to delegate the leadership to another member of the school staff.

The principal involves key faculty members in assessing the school's curriculum and in assessing the school's readiness for changing it.

The principal, along with interested counselors and teachers, forms at least one curriculum task force. The task force includes the principal or other members of the administrative team, a counselor and/or a learning coordinator, and representative teachers from the curricular area(s) selected for improvement. In many school districts, a district curriculum coordinator meets with the task force. The task force considers when to involve students and parents.

All members of the task force gain a complete understanding of the WRISE concepts and practices related to curricular arrangements. The task force as a group:

Views and discusses the filmstrip, "Curricular Patterns in Secondary Schools."

Listens to and discusses relevant sections of the audiocassette, "Experiences of a Middle School, a Junior High School, and Two Senior High Schools with Curricular Patterns."

Reads textbook Chapter 4, "Curricular Arrangements."

The task force visits schools that have changed their curricular patterns, confers with them by phone and mail, and secures curriculum guides, learning guides for students, test manuals, and other printed material.

The task force, with input to and from the faculty, informally assesses their school's present situation, identifies curricular elements for improvement, and determines possible means of implementing the improvements. The task force also determines the inservice education that will be needed and whether it will be provided by the local school staff or an external source.

The cost of preparing for, implementing, and continuing the curriculum improvements is estimated by the task force, which then confers with district officials. District officials indicate the district's programmatic and financial support of the program.

Summary of a Prototypic Plan

1. Title of Program

Curriculum Improvement.

2. Percent of Students and Grades Involved

One-hundred percent of the students of a middle school, junior high school, or high school and one or more subject fields. (Some schools start with only part of the students, such as those of a grade or of the teachers who pilot the improvement activities.)

3. Persons Who Will Plan, Coordinate and Evaluate the Program

A task force on curriculum improvement consisting of the principal and other members of the administrative team, a learning coordinator, a guidance counselor, and teachers from each subject field selected for improvement.

4. Persons Who Will Implement the Program

All teachers of the subject fields selected for improvement.

5. Time Schedule

The task force will prepare a time schedule (or planning system such as PERT) to facilitate the wise use of staff time, to communicate expectations, and to monitor progress. The beginning and ending of some phases of the improvement process will overlap, e.g., some preparatory activities will be started before the planning process is completed.

	Starting Date	Ending Date
Preplanning Activities	______	______
Planning	______	______
Preparatory Activities	______	______
Baseline-Year Evaluation	______	______
First-Year Implementation	______	______
Evaluation of First-Year Implementation	______	______
Refinement/Renewal	______	

6. Budget

The task force will make a thorough cost analysis and will prepare a budget for each phase of the improvement process. Staff time and monies currently allocated to less critical activities will be allocated to the improvement activities. District funding will be secured to assure that the program will be planned and implemented properly in the first year and that it will not be curtailed or discontinued during the second year or thereafter for lack of funding.

	Budget for Each Phase			
	Planning	Preparation	First-Year Implementation	Refinement/ Renewal
Substitute teachers				
Summer employment				
Consultants				
Workshops, seminars, etc.				
Materials, tests, etc.				
Travel				
Other				

7. Improvement Goals

General goals are given that a school staff might set and try to attain during the first year of implementation, if no baseline information is available for setting performance goals. Illustrative performance goals are indicated for each general goal. The performance goals imply that test results and other information will be available for evaluating attainment of the goal as is outlined later in Chapter 7. Typically the school will base its performance criterion on one or two of the following: standardized test scores, criterion-referenced test scores, or teacher-assigned grades. However, other student outcomes, in addition to achievement, might be used.

General Goal:

More students will have appropriate educational programs, since students and their advisor will be able to select more suitable units of study within courses in the middle school and more suitable courses or units of study within courses in the high school.

Performance Goals:

Ninety percent or more of the Grade 8 students will have appropriate educational programs.

Eighty-five percent or more of the Grade 11 students will have appropriate educational programs.

General Goal:

High student achievement as determined by standardized educational achievement testing will be maintained and low achievement will be raised in the subject fields selected for curriculum improvement.

Performance Goals:

The mean achievement of the Grade 7 students will equal or exceed the 60th percentile in reading.

The mean achievement of the Grade 10 students in mathematics will equal or exceed the 62nd percentile.

General Goal:

More students of each grade will meet the minimum competency levels as the school staff and individual teachers adapt the minimum competency curriculum content and objectives to the entering achievement levels of the students in each grade.

Performance Goals:

Sixty-five percent or more of the Grade 7 students will meet the minimum proficiency or competency level in reading.

Ninety percent or more of the Grade 10 students will meet the minimum proficiency or competency level in mathematics.

8. Preparatory Activities

Teaching schedules and other time commitments of the task force will be arranged so that they can meet at regularly scheduled times.

The task force will gain faculty commitment to implementing the curriculum improvements.

The task force will aid the school staff in preparing to implement the curriculum improvements by leading the study of part or all of the correlated WRISE materials used earlier as a preplanning activity, by arranging for the staff to visit schools that have exemplary practices, by making available to teachers materials from schools with operating programs, and by arranging for externally provided inservice activities if necessary.

The preparatory activities will be arranged so that the teachers can participate in the activities individually, in groups, and/or as a total group.

Those involved in the preparation of materials for teachers and students will be provided with the necessary time to accomplish these tasks.

The task force will prepare guidelines that the teachers will use in formulating curriculum materials.

The task force will invite students and parents to participate in relevant preparatory activities.

9. First-Year Implementation and Monitoring

Classes of the teachers will be arranged so that the teachers can meet at a regularly scheduled time to plan and discuss their activities with the task force coordinator and to increase their skill in curriculum development.

District committees will (a) make modifications in the content of existing units and courses in the subject fields selected for improvement, (b) add new units and courses, and (c) drop existing units and courses. Local school task forces will adapt the district guidelines as necessary to meet the needs of their students.

Middle school and high school task forces will determine the minimum proficiency content to be taught at each grade level to insure that each student who has not met the district's recommended minimum proficiency level for the grade will receive instruction based on the appropriate content. The task force will prepare guidelines for implementing the minimum competency instruction, identify appropriate instructional materials, and arrange for testing and record keeping.

The recommendations made by a task force will be implemented to the extent possible during the same year that the task force is formed. Curriculum guides and other materials will be used as soon as they become available.

Individual students and their advisors will meet in individual conferences to plan the student's educational program (see Chapter 2). They will incorporate the curricular revisions in the students' plans by selecting more appropriate units and/or courses for the students.

Teachers in the subject fields selected for improvement will use the revised curriculum guides and materials in their courses. At the beginning of each course, they will plan an appropriate instructional program for each student. They will monitor the student's program to assure that the student attains his or her learning and achievement goals (see Chapter 3 for more information on individual instructional programming).

With respect to monitoring progress during first-year implementation, the chairperson or coordinator of the task force will examine curriculum guides and materials prepared by the task force. The task force members will informally communicate concerns or problems; and the chairperson or coordinator will aid them in overcoming any difficulties they may experience.

A task force member will secure information from teachers, advisors, and counselors to identify the extent to which the planned changes made in the curriculum enabled them to plan more appropriate educational programs for more students.

A task force member will secure information from teachers to identify the extent to which the planned adaptations in the curriculum enables them to arrange more effective instruction for the students enrolled in their courses.

10. Evaluation

The purpose of the evaluation activities that follow is solely to improve instruction, not to arrive at any judgments that influence teachers' salaries or job security in any way. Accordingly, one or more task force members who are not responsible for evaluating teachers' performances will coordinate the activities. (Refer to Chapter 7 on evaluation if any of the substantive aspects of the activities that follow are unclear.) Evaluation information that is gathered and summarized one semester or year will be used to estimate the effectiveness of the current program and to plan improvements for the next semester or year.

Ascertaining the extent to which more students had appropriate educational programs.

A task force member will secure information from advisors, students, and parents to obtain their opinions regarding the extent to which the student's program of required and elective units or courses was appropriate for the student in terms of the student's capability for learning the course material, interest in the course material, and career goals (see Chapter 2 for more information on individual educational programming).

Determining the extent to which already high achievement was maintained or low achievement was raised in the subject fields selected for curriculum improvement.

A task force member will summarize the computer printout of the standardized test results in the selected subject fields and will report the mean or average achievement of the students in each grade. The task force members will interpret these data to the relevant staff. This information will be used in ascertaining the extent to which students attained the goals of the current year and in setting goals and in planning related improvements for next year.

Ascertaining the extent to which adaptation of the minimum proficiency or competency curriculum enabled more students in each grade to learn the unit or course content.

A task force member will summarize the minimum competency test information to determine the number of students in each grade who passed the minimum competency tests in each academic skill area. Task force members will interpret this information to the relevant teachers. This information will be used in the same manner as the preceding information.

Assessing the usability and effectiveness of the curriculum guides and other materials that were developed.

The task force coordinator will secure estimates from the teachers regarding the usability of the guides and the materials, as well as the effectiveness of the materials in terms of attaining desired student outcomes.

The coordinator, assisted by designated faculty, will prepare an annual evaluation report for review by the task force, the educational improvement committee, and the entire faculty.

The report will be prepared in such a manner that results cannot be related to individual students or to individual teachers.

11. Refinement/Renewal

The cycle of assessing the current situation, selecting curriculum elements for improvement, planning, goal setting, implementing, and evaluating improvements to attain the goals will continue on an annual basis. As the staff continues to engage in this cycle of activities and as more sophisticated staff development continues, the school will experience renewal as a social organization.

Aids for Using Correlated WRISE Materials

Review of the section of Chapter 1 in this manual that discusses ways of using the material.

Study each synopsis that follows for your own review.

Present the synopsis orally to the inservice group immediately before they study the material.

TEXTBOOK CHAPTER SYNOPSIS

Curricular arrangements that facilitate arranging educational programs appropriate for the individual student are described. The role of federal and state governments in curriculum development is explained and is followed with recommendations regarding curriculum priorities. Next, curriculum development practices in the school district and in the local school are described. Middle school and high school curricular arrangements and related individual educational programs of students are presented.

FILMSTRIP CONTENT SYNOPSIS

FRAMES	
1-46	Ways in which secondary schools can develop and adapt their curriculum to meet the developmental needs of each student, the demands of the local community, and the requirements and expectations of society are introduced. The curricular pattern of Trotwood-Madison Junior High School in Ohio and the arrangement of teachers and students into groups for instruction are indicated. The total educational program of a normally developing junior high school student is presented to illustrate how Trotwood's curricular patterns and instructional arrangements operate to meet the objectives of each student's individual educational program and societal demands.
47-69	The curriculum and related instructional arrangements developed by Sennett Middle School of Madison, Wisconsin, to meet the educational needs of exceptional students are highlighted. Features of the educational programs of a learning disabled student and a gifted student at Sennett are depicted.
70-96	The curricular and instructional features of three educational alternatives of Cedarburg High School, Cedarburg, Wisconsin, are indicated: the traditional, Progress in Alternative Education (PACE), and the Success Through Alternative Education (STAE). (In 1980-81, the first two alternatives were combined, incorporating the best features of both alternatives.)
97-119	The comprehensive curriculum and the career specialty curriculum of Washington High School of Milwaukee, Wisconsin, are outlined to indicate the approach a large city high school has taken to arrange complete educational programs for students which satisfy the individual goals of students and demands of society.
120-127	Summary.
128-130	Closing frames and credits.

AUDIOCASSETTE CONTENT SYNOPSIS

SIDE A/Segment 1: "Experiences of Sennett Middle School with Curricular Patterns" (TIME: 12 minutes).

A learning disability teacher and the learning coordinator from Sennett Middle School in Madison, Wisconsin discuss how Sennett's curricular pattern evolved and how it was adapted to the educational needs of learning disabled students and also academically talented students.

SIDE A/Segment 2: "Experiences of Trotwood-Madison Junior High School with Curricular Patterns" (TIME: 10 minutes).

A social studies teacher and a mathematics teacher from Trotwood-Madison Junior High School in Trotwood, Ohio discuss how Trotwood's present curricular pattern evolved and how it functions to further the developmental needs of normally developing students.

SIDE B/Segment 1: "Experiences of Cedarburg High School with Curricular Patterns" (TIME: 11 minutes).

Three educational alternatives of Cedarburg High School in Cedarburg, Wisconsin, are described. In this segment, the curriculum of one alternative, Progress in Alternative Continuous Education (PACE), is discussed by the teacher-coordinator of the PACE alternative and a mathematics teacher. (In 1980-81, two of the alternatives were combined, incorporating the best features of both alternatives.)

SIDE B/Segment 2: "Experiences of Washington High School with Curricular Patterns" (TIME: 11 minutes).

As a response to both a need for career education and to a court desegregation order, each Milwaukee, Wisconsin public high school has one to three career specialty programs as well as the more traditional curricular pattern. Washington High School has the computer data processing career specialty. In this segment, two representatives from Washington High School discuss the school district curriculum and the computer data processing curriculum.

Chapter 5

CAREER EDUCATION AND EXPERIENTIAL LEARNING

Herbert J. Klausmeier

In the late 1960's and early 1970's, national and state policy makers gave much attention to the role of secondary education in preparing students for work upon completing high school. By 1980, attention had shifted to basic skills education and college preparation. Despite this shift, students are urgently in need of career education inasmuch as the number of persons employed in unskilled and semi-skilled labor is diminishing very rapidly.

Middle schools and high schools vary greatly in the emphasis given to career awareness, career exploration, and career preparation. To establish a common starting point for improving career education, the chapter assumes that the middle school has a program of career awareness for all students and that some Grade 8 students engage in career exploration activities in the community. It assumes that the high school has a program of career awareness, exploration, and preparation for job entry and for admission into a technical school or community college. As was indicated in Chapter 4, it is assumed that all high school students are required to complete at least 1.5 credits in career education and that job-entry students may complete 7 of the 20 credits required for graduation in job preparation courses. It is recognized also that students in some school districts attend both a comprehensive high school and a technical school; while in other districts, they attend school for part of the day or school year and work for pay for part of the day or school year.

Few middle schools have programs of experiential learning in the community. However, students occasionally observe and participate in community activities as classroom groups, while persons from the community participate in the school's career days and other career awareness activities. This chapter presumes that most high schools have a program of non-work, supervised experiential learning in the community and that some high schools give credit for it.

Possible areas of improvement in career education and experiential learning in the community include (a) relating the content of the required courses to career education, (b) revising and updating current programs of career and/or vocational education, (c) achieving greater articulation between the school program and the programs of the technical schools, community colleges, four-year colleges or universities, and adult education, (d) increasing the amount of cooperative job training and other community experiences in all the programs, and (e) involving the parents more fully.

We should recognize that some improvements can be made in career awareness activities conducted in the school with a relatively small amount of planning and preparation. On the other hand, starting a new career preparation program that involves work in the community and extensive use of community facilities may require two or more years of planning and preparation.

The comprehensive and enabling objectives of the design, preplanning activities, a prototypic plan, and suggestions for using the correlated WRISE material follow. Chapter 1 gives information that is essential for using the ideas in this chapter. One important consideration is that each school is a unique culture and accordingly must adapt the ideas to fit its situation.

Design Objectives

Comprehensive Objective:

Career education is arranged for all students; experiential learning activities and work experience in the community are arranged for each student who can profit from them.

Illustrative Enabling Objectives:

District and local school policies and practices have been developed that facilitate effective:

Career awareness, exploration, and preparation, including work experience.

Student participation in cultural, recreational, service, or other non-work activities in the community.

Participation of community personnel in school activities and of school personnel in community activities.

Use of community resources and facilities.

Preparation of community personnel who participate in the educative process.

Related to the preceding areas, local school committees, teams of teachers, and individual staff members:

Identify or formulate program, course, and unit objectives.

Identify or prepare resource units and other material for use by teachers and by community persons.

Identify or prepare instructional materials for student use.

The preceding comprehensive and enabling objectives indicate desirable directions and means for improving career education and experiential learning in the community. Later in this chapter improvement goals are stated in terms of student outcomes that follow from effective practices in career education and experiential learning. No goals are given regarding the process of improving career education and experiential learning. Rather, the process is clarified in the textbook and the correlated filmstrip and school experiences audiocassette.

Preplanning Activities

The activities that follow assume that the school has not established a schoolwide improvement committee. Therefore, the principal exercises much initiative throughout the preplanning phase.

The principal, after securing district office and board support to proceed with preplanning activities, makes a commitment (a) to lead the improvement of the school's practices with respect to career education and experiential learning or (b) to delegate the leadership to another member of the school staff.

The principal involves key faculty members in assessing the school's current practices and in identifying areas of possible improvement.

The principal, along with interested staff, forms a task force on career education and experiential learning that includes the principal or other members of the administrative team, a counselor and/or a learning coordinator, and representative teachers. The task force considers when to involve students and parents.

All members of the task force gain a complete understanding of the WRISE concepts and practices related to career education and experiential learning. The task force as a group:

> Views and discusses the filmstrip, "Work and Other Career Education Activities in Secondary Schools."
>
> Listens to and discusses relevant sections of the audiocassette, "Experiences of a Middle School, a Junior High School, and Two Senior High Schools with Work and Other Career Education Activities."
>
> Reads textbook Chapter 5, "Career Education and Experiential Learning."

Task force members visit schools with effective career education programs and secure printed materials on career education and experiential learning.

The task force with input to and from the faculty informally assesses their school's present situation, identifies changes in their career education program, and determines possible means of implementing improvements. The task force considers what kind of inservice education will be needed and whether it will be conducted by the school staff or secured from an external source.

The task force estimates the cost of preparing for and implementing a program to improve career education and experiential learning. Members of the task force confer with district officials, who indicate the district's support of the program.

Summary of a Prototypic Plan

1. Title of Program

Career Education and Experiential Learning.

2. Percent of Students and Grades Involved

One-hundred percent of the students of a middle school, junior high school, or high school will participate in some aspect of career education. Particular awareness, exploratory, and preparatory programs will be more limited.

3. Persons Who Will Plan, Coordinate and Evaluate the Program

A task force on career education and experiential learning consisting of the principal and other members of the administrative team, a learning coordinator, a guidance counselor, teachers, parents, and other community representatives will plan, coordinate, and evaluate the program. Larger high schools typically have a person heading each career or vocational education program. These persons should be members of the task force.

4. Persons Who Will Implement the Program

The program will be implemented by all teachers whose courses should be related to career education and community experiential learning.

5. Time Schedule

The task force will prepare a time schedule (or planning system such as PERT) to facilitate the wise use of staff time, to communicate expectations, and to monitor progress. The beginning and ending of some phases of the improvement process will overlap, e.g., some preparatory activities will be started before the planning process is completed.

	Starting Date	Ending Date
Preplanning Activities	__________	__________
Planning	__________	__________
Preparatory Activities	__________	__________
Baseline-Year Evaluation	__________	__________
First-Year Implementation	__________	__________
Evaluation of First-Year Implementation	__________	__________
Refinement/Renewal	__________	

6. Budget

The task force will make a thorough cost analysis and will prepare a budget for each phase of the improvement process. Staff time and monies currently allocated to less critical activities will be allocated to the improvement activities. District funding will be secured to assure that the program will be planned and implemented properly in the first year and that it will not be curtailed or discontinued during the second year or thereafter for lack of funding.

	Budget for Each Phase			
	Planning	Preparation	First-Year Implementation	Refinement/Renewal
Substitute teachers				
Summer employment				
Consultants				
Workshops, seminars, etc.				
Materials, tests, etc.				
Travel				
Other				

7. Improvement Goals

General goals are given that a school staff might set and try to attain during the first year of implementation if no baseline information is available for setting performance goals. Illustrative performance goals are indicated for the general goals. A school might set other general or performance goals.

General Goal:

More middle school and high school students will become aware of the careers that utilize the subject matter of courses in which they are enrolled, e.g., art--architecture, advertising, design, etc.; mathematics--accountant, engineer, high school teacher, etc.; foreign language--interpreter, salesperson, government official, etc.

Performance Goals:

Each Grade 7 student will be able to name at least two different occupations that utilize knowledge and skills from each of the required middle school subject fields.

Each Grade 10 student will be able to relate knowledge and skills in each required subject field to the main requirements for being successful in at least five families of occupations or career fields.

General Goal:

More middle school and high school students will receive effective education regarding career awareness and career exploration.

Performance Goals:

Each Grade 8 student will be able to differentiate between career areas or families of careers and specific jobs.

Each Grade 10 student will be able to give the requirements for success in at least five different career areas that the student selects.

General Goal:

More high school students preparing for job entry or for technical school will receive an appropriate education to attain their goals.

Performance Goals:

Each student who desires to work upon high school graduation and who prepares for work will be employable.

Each student who desires to enter a technical school upon graduating from high school and who prepares for entrance into a technical school will have the educational background needed for performing successfully in a technical school.

General Goal:

More students will participate in non-work, experiential learning activities in the community and will have work experience as part of their career exploration activities.

Performance Goals:

Each student will engage in at least one non-work, community activity per year.

Each high school student will have at least two work experiences for credit in the community as part of the student's career exploration program.

8. Preparatory Activities

Teaching schedules and other time commitments of the task force members will be arranged so that they can meet at regularly scheduled times.

The task force will gain faculty, student, parent, and community commitment to improving career education and experiential learning practices.

The task force will aid the school staff in preparing for their improvement activities by leading the study of part or all of the correlated WRISE materials used earlier as a preplanning activity, by arranging for the staff to visit schools that have exemplary practices, by making available to teachers materials from schools with operating programs, and by arranging externally provided inservice activities if necessary.

The preparatory activities will be arranged so that the involved persons can participate in the activities individually, in groups, and/or as a total group.

Teachers and others involved in preparing materials and in developing community sites will be provided with the necessary time to accomplish these tasks.

The task force will prepare guidelines for use by school and community persons in implementing their career education activities in the school and in the community. Also, the task force will establish guidelines for selecting students to engage in work with or without pay and to participate in other community activities with or without credit.

The task force will invite students, parents, and other citizens to participate in relevant preparatory activities.

The task force will identify community persons and businesses to become involved in in-school projects.

The task force will prepare new community persons and relevant school persons for their participation in community activities.

9. First-Year Implementation and Monitoring

The classes of teachers who are involved in the school's career/vocational educational programs will be scheduled so that the teachers can meet with the improvement coordinator at a regularly scheduled time to plan and discuss their career awareness, exploration, and preparation activities.

Meetings of career or vocational education supervisors, of teachers involved in the programs, and of community persons involved in the programs will be arranged at regularly scheduled times.

A district committee with representation from the central office, middle school(s), high school(s), and community will make provisions for (a) improving the career awareness emphasis of the required courses; (b) increasing the effectiveness of non-work, experiential learning activities in the community; (c) maintaining desirable opportunities in the community and adding others as part of career exploration; (d) maintaining desirable job-entry programs, modifying or dropping undesirable programs, and adding new programs; (e) maintaining effective elements of technical school preparation, modifying or dropping ineffective elements, and adding new elements; and (f) establishing effective arrangements between the local school and both the technical school and adult education. Each local school task force will adapt the district guidelines to meet the needs of the students of their school.

Each school will implement its task force recommendations as soon as it can. The implementation, however, may not always occur during the school year in which the new or revised programs are developed. Even though this is the case, putting the recommendations into effect is included here as part of the first-year implementation since it is essential for attaining the improvement goals.

With respect to monitoring first-year implementation, a task force member who is not responsible for evaluating teacher performance will carry out activities such as observing students in community sites and in teachers' classes, examining records kept by teachers and by community persons, and observing group meetings of teachers or community persons. This will be done for the purpose of aiding teachers and community persons in the attainment of their improvement goals, not to evaluate the teacher's or other person's performance. If someone is experiencing difficulty and desires assistance, then the task force member may provide it directly or have another school or district person provide it.

The teachers and community persons will communicate their progress and concerns to a designated task force member. Parents and students will communicate their concerns, first to the student's teacher and then with the teacher to a designated task force member.

10. Evaluation

The purpose of the evaluation activities that follow is solely to improve career education not to arrive at judgments that influence teachers' salaries or job security in any way. Accordingly, one or more task force members who are not responsible for evaluating teachers' performances will coordinate the activities. (Refer to Chapter 7 on evaluation if any of the substantive aspects of the activities that follow are not clear.) Evaluative information that is gathered and summarized one semester or year will be used to estimate the effectiveness of the current program and to plan improvements for the next semester or year.

Ascertaining the extent to which students learn career awareness information related to the subject matter of their courses.

A task force member will observe teachers' classes and will informally interview them with respect to their attainment of this goal. A pencil-and-paper test of career knowledge may be constructed and administered.

Assessing the extent to which students receive more effective education regarding career awareness and career exploration.

A task force member will examine the content and learning activities of programs and courses and will gather information by interview or questionnaire from teachers, students, and community persons who participate in the program. A pencil-and-paper test of knowledge may be constructed and administered.

Evaluating how well high school students are being prepared for job entry and entry into technical school.

A task force member will examine the content and learning activities of these programs. Information from teachers, students, their parents, and other community persons will be gathered.

Evaluating students' participation in work experiences and other community activities that are part of their career awareness and career exploration.

A task force member will observe the work and other community experiences at the community sites. Information will be gathered from the community participants, school supervisors, students, and their parents.

The task force coordinator assisted by designated faculty will prepare an annual evaluation report for review by the task force on career education, the school's educational improvement committee, and the entire faculty.

The report will be prepared in such a manner that results cannot be related to individual students or to individual teachers.

11. Refinement/Renewal

The cycle of evaluation, goal setting, planning, and implementation of improvements to attain the goals will continue on an annual basis. Ineffective practices will be eliminated and effective practices will be maintained and strengthened. As the staff continues to engage in this cycle of activities and as more sophisticated staff development continues, the school will experience renewal as a social organization.

Aids for Using Correlated WRISE Materials

Review the section of Chapter 1 in this manual on ways of using the material.

Study each synopsis that follows for your own review.

Present the synopsis orally to the inservice group immediately before they study the material.

TEXTBOOK CHAPTER SYNOPSIS

Recent proposals for improving secondary education by increasing the amount and quality of experiential learning and by offering more effective career awareness-exploration-preparation activities are presented. Then examples of published experience-based career education programs are discussed to clarify the concepts and practices and to illustrate the integration of career education into the regular school program. Locally developed programs of work experience and career education activities are explained in the last part of the chapter.

FILMSTRIP CONTENT SYNOPSIS

FRAMES	
1-35	The role of work experience and other career education activities that are included in the total educational program of each student is introduced. Career awareness activities included in the academic fields are illustrated at Webster Transitional School, a middle school in Cedarburg, Wisconsin.
36-54	A Cooperative Work Experience Program for ninth graders identified as potential dropouts at Byers Junior High School in Denver, Colorado, is depicted.
55-78	The career specialty program of a senior high school in Milwaukee, Wisconsin, is highlighted to provide an example of career exploration and preparation at the senior high school level in a large city.
79-111	The arrangement of courses into career clusters at Hood River Valley High School in Oregon is explained to illustrate how career exploration and preparation are carried out in the only high school of a small school district. Ninth grade students at Wy'East Junior High School in Hood River Valley, Oregon, are shown in the process of selecting the cluster of courses they will pursue at Hood River Valley High School, Grades 10-12. Examples are presented of students at Hood River Valley High School pursuing work experiences as part of their career exploration and preparation.
112-114	Credits.

AUDIOCASSETTE CONTENT SYNOPSIS

SIDE A/Segment 1: "Experiences of Webster Transitional School with Work and Other Career Education Activities" (TIME: 9 minutes).

The principal and a teacher discuss the career education program at Webster Transitional School in Cedarburg, Wisconsin. The discussion focuses on career awareness activities integrated into the Grade 6 and Grade 7 curriculum, and career exploration in Grade 8.

SIDE A/Segment 2: "Experiences of Byers Junior High School and Baker Junior High School with Work and Other Career Education Activities" (TIME: 11 minutes).

A representative from Byers Junior High School and a representative from Baker Junior High School, both in Denver, Colorado, discuss the Cooperative Work Experience Program for junior high school students in Denver. The discussion focuses on establishing a work experience program, objectives of the program, and benefits for students participating in the program.

SIDE B/Segment 1: "Experiences of Hood River Valley High School with Work and Other Career Education Activities" (TIME: 10 minutes).

The work experience coordinator and a teacher from Hood River Valley High School in Oregon explain their school's work experience program. The school representatives discuss program development and operation, student work experiences, and student benefits from the program.

SIDE B/Segment 2: "Experiences of Washington High School with Work and Other Career Education Activities" (TIME: 8 minutes).

Representatives from Washington High School in Milwaukee, Wisconsin, explain Milwaukee's "High Schools Unlimited" plan in which each high school operates at least one career specialty program. The discussion then focuses on the computer data processing career specialty at Washington High School.

Chapter 6

STUDENT DECISION-MAKING ARRANGEMENTS

Herbert J. Klausmeier

Making wise decisions and accepting the responsibility for one's own actions are essential for self-realization as an individual and for making progress as a group. Wise decision making is learned. If students do not learn decision-making skills while in school, it is probable that most of them will never learn the skills. Similarly, if students are given no opportunity in school for making important decisions and for exercising self-discipline, it is unlikely that they will be ready for meeting these demands successfully upon completing high school.

Some teachers as well as entire faculties hesitate to encourage any student decision making for fear of losing control of the students. The school environment is not safe and discipline problems are experienced in some classes. In these situations, corrective actions take high priority. However, extending student decision making and responsibility for some of the students may be a key element of the corrective program. Most schools are relatively safe, and discipline is not a problem for teachers. In this kind of school, the large majority of students are capable of exercising considerable independence in making decisions regarding their education and conduct without continual supervision and external control.

Improving student decision-making skills can be provided for without implementing any other WRISE component. Moreover, it can be done by an individual teacher or counselor; a schoolwide effort is not required as is the case for some other components. Although individual teachers can carry out the implementation independently, this chapter focuses on a schoolwide effort to increase responsible student decision making.

The comprehensive and enabling objectives of the design, preplanning activities, a prototypic plan, and suggestions for using the correlated WRISE material follow. Chapter 1 gives information that is essential for using the ideas in this chapter. One important consideration is that each school is a unique culture and accordingly must adapt the ideas to fit its situation.

Design Objectives

Comprehensive Objective:

Students progressively assume more initiative for planning, implementing, and evaluating their programs and activities with a lesser amount of adult direction and control.

Illustrative Enabling Objectives:

Students in their classes and in meetings with their advisors are taught:

Decision-making skills that help them to make educational decisions as individuals.

Concepts and skills that enable them to participate in shared decision making with other students, the school staff, and parents.

The individual student exercises increasing initiative for making decisions, accepting the related consequences of the decisions, and evaluating decisions regarding:

The student's instructional program in each course.

The student's educational program for the semester.

The student's educational program for the school year.

Students as members of groups take increasing initiative for making decisions, accepting the responsibility for the decisions, and for evaluating the decisions regarding:

The objectives and activities in the course in which the group is enrolled.

The extracurricular activity in which the group participates.

The governance of the group.

Students are encouraged to serve:

As officers and to participate as members of student-governing groups.

As student representatives on the school's standing and ad hoc committees, councils, and task forces.

The preceding comprehensive and enabling objectives indicate directions and means of increasing responsible student decision making. Later in this chapter, improvement goals are stated in terms of student outcomes that follow from implementation of effective student decision-making practices. No goals are given regarding student decision-making strategies and processes. Rather, the strategies and processes are clarified in the textbook and the correlated filmstrip and school experience audiocassette.

Preplanning Activities

The activities that follow assume that the school has not established a schoolwide improvement committee. Therefore, the principal exercises much initiative throughout the preplanning phase.

The principal, after securing central office and board support to proceed with preplanning activities, makes a commitment (a) to lead the improvement of the school's practices with respect to student decision making or (b) to delegate the leadership to another member of the school staff.

The principal involves key faculty members in assessing the school's current practices and in identifying areas of possible improvement.

The principal, along with interested staff and students, forms a task force on student decision making that includes the principal or other members of the administrative team, a counselor and/or a learning coordinator, representative teachers, and representative students. The task force also considers when to involve parents.

The task force gains a complete understanding of the WRISE concepts and practices related to student decision making. The task force as a group:

Views and discusses the filmstrip, "Student Decision Making in Secondary Schools."

Listens to and discusses relevant sections of the audiocassette, "Experiences of a Middle School, a Junior High School, and Two Senior High Schools with Student Decision Making."

Reads textbook Chapter 6, "Student Decision-Making Arrangements."

Studies the materials of three other components that have direct implications for student decision making: Individual Educational Programming, Individual Instructional Programming, and Career Education and Experiential Learning.

Task force members visit schools that have unusually effective activities, confer with other schools by phone and mail, and secure materials on student decision making.

The task force, with input to and from the faculty, informally assesses their school's present situation, identifies possible improvements in instructional practices, and possible means of implementing the improvements. The task force determines the kind of inservice education that will be needed and whether it will be conducted by the local staff or secured from an external source.

The cost of preparing for, implementing, and continuing the improvements in student decision-making practices is estimated by the task force. Task force members confer with district officials. District officials indicate the district's programmatic and financial support of the program.

Summary of a Prototypic Plan

1. Title of Program

Student Decision-Making Arrangements.

2. Percent of Students and Grades Involved

The students of a middle school, junior high school, or high school. Some schools start with the students of a grade or the students of the teachers who pilot the program. Increased decision making responsibility is not automatically increased for any student.

3. Persons Who Will Plan, Coordinate and Evaluate the Program

A task force on student decision making consisting of the principal and other members of the administrative team, a learning coordinator, a guidance counselor, a teacher from each grade, and a student from each grade.

4. Persons Who Will Implement the Program

Administrators, all counselors, all teachers, and selected students.

5. Time Schedule

The task force will prepare a time schedule (or planning system such as PERT) to facilitate the wise use of staff time, to communicate expectations, and to monitor progress. The beginning and ending of some phases of the improvement process will overlap, e.g., some preparatory activities will be started before the planning process is completed.

	Starting Date	Ending Date
Preplanning Activities	____________	____________
Planning	____________	____________
Preparatory Activities	____________	____________
Baseline-Year Evaluation	____________	____________
First-Year Implementation	____________	____________
Evaluation of First-Year Implementation	____________	____________
Refinement/Renewal	____________	

6. Budget

The task force will make a thorough cost analysis and will prepare a budget for each phase of the improvement process. Staff time and monies currently allocated to less critical activities will be allocated to the improvement activities. District funding will be secured to assure that the program will be planned and implemented properly in the first year and that it will not be curtailed or discontinued during the second year or thereafter for lack of funding.

	Budget for Each Phase			
	Planning	Preparation	First-Year Implementation	Refinement/ Renewal
Substitute teachers				
Summer employment				
Consultants				
Workshops, seminars, etc.				
Materials, tests, etc.				
Travel				
Other				

7. Improvement Goals

General goals are given that a school staff might set and try to attain during the first year of implementation, if no baseline information is available for setting performance goals. Illustrative performance goals are indicated for each general goal. A school might set other general and performance goals.

General Goal:

Students with each successive year of schooling will improve their skills in making decisions regarding their education and conduct.

Performance Goals:

Seventy percent or more of the Grade 7 students with assistance of a teacher will be able to apply either a convergent problem solving model or a divergent (creative) problem solving model to problems they experience at school.

Eighty percent or more of the Grade 11 students will independently be able to select either an appropriate convergent problem solving model or a divergent problem solving model and apply it to any problem they experience.

General Goal:

Students as individuals with each successive year of schooling will exercise more initiative and will assume correspondingly greater responsibility for planning their own instructional programs.

Performance Goals:

Fifty percent or more of the Grade 6 students in October will be able to identify instructional materials and activities in social studies that are appropriate for them in terms of their ability to read, their interests, and their learning styles, using the list of unit materials and activities presented and discussed by the teacher.

Seventy percent or more of the Grade 10 students will be able to plan their own instructional programs for the second unit in American History, based on the curriculum guide presented to the students by the teacher.

General Goal:

Students as individuals with each successive year of schooling will exercise more initiative and will assume correspondingly greater responsibility for planning their complete educational programs.

Performance Goals:

Eighty percent or more of the Grade 8 students, with input from an advisor and parents, will (a) identify the units of the required Grade 8 courses that are appropriate for them in terms of their learning capabilities and interests, (b) select appropriate electives, and (c) set goals to try to attain related to each course.

Ninety percent or more of the Grade 11 students with relatively little input from an advisor or parents will be able to plan their educational programs of required and elective courses and extracurricular activities. (This assumes that each student has full information regarding the available courses and activities.)

General Goal:

Students as members of small groups with each successive year of schooling will exercise more initiative and will assume correspondingly greater responsibility for decisions regarding their learning activities and their conduct in their courses.

Performance Goals:

Ninety percent or more of the Grade 7 students will learn effectively in small groups of four to six and behave in socially approved ways when guided and monitored by a teacher.

Ninety percent or more of the Grade 11 students will learn effectively in small groups and behave in socially approved ways with relatively little guidance by a teacher.

General Goal:

Students with each successive year of schooling will exercise more initiative and will assume more responsibility for governing their extracurricular and student activity programs.

Performance Goals:

Eighty-five percent or more of the Grade 8 students will participate effectively in extracurricular and student activity programs and cause no discipline problems when guided and monitored by a teacher.

Ninety-five percent or more of the Grade 11 students will participate effectively in extracurricular and student activity programs and cause no discipline problems with relatively little guidance by a teacher.

General Goal:

Students with each successive year of schooling will serve on school committees and task forces with increasing effectiveness.

Performance Goals:

Representative students from Grades 6, 7, and 8 will serve on school committees where their knowledge and opinions will make a useful contribution to the committee actions.

Each high school committee or task force that is concerned with the improvement of any design component will have at least one student representative as soon as the group is functioning in a coherent organized manner.

General Goal:

Discipline referrals and suspensions will decrease as students individually and in groups make more decisions and accept greater responsibility regarding their conduct and their learning activities.

Performance Goals:

Referral of Grade 8 students to school officials for disciplinary reasons will decrease from 150 to 120 and suspensions of Grade 8 students by school officials will decrease from 15 to 5 or less.

Referral of Grade 10 students to school officials for disciplinary reasons will decrease from 200 to 100 and suspensions of Grade 10 students will decrease from 30 to 15 or less.

8. Preparatory Activities

Teaching schedules and other time commitments will be arranged so that the task force members can meet at regularly scheduled times.

The task force will gain faculty, student, and parent commitment for increasing the amount and effectiveness of student decision making.

The task force will aid the school staff in preparing to implement the student decision-making activities by leading the study of part or all of the correlated WRISE materials used earlier as a preplanning activity, by arranging for the staff to visit schools that have exemplary practices, by making available to teachers materials from schools with operating programs, and by arranging for consultants to conduct inservice activities.

The preparatory activities will be arranged so that teachers and counselors can participate in the activities individually, in groups, and/or as a total group.

Teachers and others involved in the preparation of materials for teacher or student use will be provided with the necessary time to accomplish these tasks.

The task force will prepare guidelines for teachers to use in providing students increasing decision-making responsibilities as individuals and small groups.

The task force will prepare guidelines for selecting students for membership on school committees and task forces.

The task force will invite students and parents to participate in relevant preparatory activities.

9. First-Year Implementation and Monitoring

Counselors and teacher advisors will instruct students in decision making as part of the individual conference procedure.

The school will offer one or more units on decision-making skills (it may be helpful for teachers to study the content of the unit).

Teachers will use part of the first day or two of each course to work with the students in planning their individual instructional programs in the course (see Chapter 3).

Counselors and teacher advisors will use part of their individual conference sessions with students (a) to encourage the students to make decisions and also (b) to teach the students decision-making skills (see Chapter 5 of the textbook where methods and materials are presented for teaching decision-making skills as part of a program of career education).

Teachers in courses that contribute to citizenship development will encourage pairs and small groups of students to select and manage group learning activities and to develop guidelines regarding their conduct in and outside the class and school building.

Teachers who serve as advisors of extracurricular activities, the student council, and other student activities will arrange for students to assume increasing initiative and responsibility for the conduct of these activities. Student self-governance commensurate with student responsibility for maintaining a good learning environment will be encouraged.

Student representatives will be placed on committees and task forces where student input will contribute to more effective schooling (often student representatives are added after the committee or task force has been organized and is functioning smoothly).

Related to monitoring first-year implementation, a task force member who is not responsible for evaluating teacher performance will carry out activities such as observing teachers' classes and individual conferences with students, examining records kept by teachers and advisors, and observing group meetings of teachers or advisors. This will be done for the purpose of aiding staff members attain their improvement goals, not to evaluate their performance. If a staff member is experiencing difficulty and desires assistance, the task force member may provide it directly or have other school or district persons provide it.

Teachers will communicate their progress and concerns to a designated task force member.

Parents and students will communicate their concerns, first to the student's advisor and then with the advisor to a designated task force member.

10. Evaluation

The purpose of the evaluation activities that follow is solely to improve student decision making, not to arrive at judgments that influence teachers' salaries or job security in any way. Accordingly, one or more task force members who are not responsible for evaluating teachers' performances will coordinate the activities. (Refer to Chapter 7 on evaluation if any of the substantive aspects of the activities that follow are not clear.) Evaluation information that is gathered and summarized one semester or year will be used to estimate the effectiveness of the current program and to plan improvements for the next semester or year.

Determining the extent to which students learn decision-making skills regarding their education and conduct.

The task force will construct a scale for rating students' decision-making skills regarding their education and conduct. The scale will be completed annually by the staff members designated to provide experience and/or instruction in decision making to students.

Ascertaining the extent to which students take initiative for planning their instructional programs and for assuming responsibility for implementing their plans.

Items will be included in the preceding rating scale to secure this information from each teacher.

Ascertaining the extent to which students take initiative for planning their educational programs and for assessing responsibility for implementing their plans.

Items will be included in the preceding scale to secure this information from advisors. A questionnaire may be prepared for students.

Determining the extent to which students in pairs and small groups take responsibility for planning and implementing classroom activities and for managing their own conduct in a socially approved manner.

The task force will include items in the preceding scale to secure this information from teachers and will summarize the results for the students of each grade annually. A questionnaire may be prepared for students.

Ascertaining the extent to which students exercise initiative and responsibility for governing their extracurricular and student activity programs effectively.

The task force will prepare a rating scale to be completed by each participating student and the program advisor each semester.

Determining the extent of student membership on school committees, the value of the student contributions to committee functioning, and the value of the committee experience to the student.

A task force member will record the number of students on committees. Chairpersons of committees will rate the value of the student contributions to the committee and the value of serving on the committee to the student. Student committee members will complete the same ratings. The chairpersons' and students' ratings will be supplied to the task force members.

Determining the extent to which discipline referrals and suspensions decrease.

The task force members will compare the records of discipline referrals and suspensions for the year prior to implementing the improvement activities and for the first year of implementation.

A task force member assisted by designated faculty will summarize the preceding results and prepare an annual evaluation report for review by the task force, the educational improvement committee, and the entire faculty.

The report will be prepared in such a manner that results cannot be related to individual students or to individual teachers.

11. Refinement/Renewal

The cycle of evaluation, goal-setting, planning, and implementing improvements to attain the goals will continue on an annual basis. Ineffective practices will be eliminated and effective practices will be maintained and strengthened. As the staff continues to engage in this cycle of activities and as more sophisticated staff development continues, the school will strengthen its improvement capability and experience renewal as a social organization.

Aids for Using Correlated WRISE Materials

Review the section of Chapter 1 in this manual on ways of using the material.

Study each synopsis that follows for your own review.

Present the synopsis orally to the inservice group immediately before they study the material.

TEXTBOOK CHAPTER SYNOPSIS

A rationale for increasing student decision making, a developmental progression in student decision making, models to guide decision making, and programs for teaching students decision-making skills are explained.

FILMSTRIP CONTENT SYNOPSIS

FRAMES	
1-35	Introduction to the developmental sequence in student decision making. Students in a course in reading at Steuben Middle School in Milwaukee, Wisconsin, are shown choosing materials and activities in accordance with their interests. Students in a social studies course at Steuben Middle School are shown choosing learning activities which suit their individual learning styles.

36-69 At Cedarburg High School in Cedarburg, Wisconsin, a student is shown in a conference with her parents and teacher advisor deciding on her total educational program for the next semester. Choosing the entire cluster of courses to be taken during senior high school is illustrated by a Grade 9 student in Wy'East Junior High School in Hood River, Oregon.

70-102 Student-faculty decision making which affects the entire student body and faculty of Irvine High School in Irvine, California, is illustrated.

103-108 A summary of the developmental sequence in student decision making is presented.

109-112 Closing frames and credits.

AUDIOCASSETTE CONTENT SYNOPSIS

SIDE A/Segment 1: "Experiences of Steuben Middle School with Student Decision Making" (TIME: 9 minutes).

The curriculum coordinator and a teacher from Steuben Middle School in Milwaukee, Wisconsin, discuss involving students in decision making regarding their learning activities. The discussion focuses on teacher reactions to student involvement and on student responsibility in decision making.

SIDE A/Segment 2: "Experiences of Wy'East Junior High School and Hood River Valley High School with Student Decision Making" (TIME: 10 minutes).

Two teachers from Hood River Valley High School in Hood River, Oregon, discuss student involvement in decision making in their school and explain the cooperative effort of the high school and Wy'East Junior High School staff members in preparing ninth grade students to make decisions about their high school education.

SIDE B/Segment 1: "Experiences of Irvine High School with Student Decision Making" (TIME: 10 minutes).

A counselor and a teacher from Irvine High School in Irvine, California, discuss student involvement in decision making at the individual and school levels. Student readiness to accept decision-making responsibilities is stressed.

SIDE B/Segment 2: "Experiences of Cedarburg High School with Student Decision Making" (TIME: 8 minutes).

Two teachers from Cedarburg High School in Cedarburg, Wisconsin, describe the alternative educational programs offered by their school, and the student involvement in planning their own individual educational programs within these alternatives. Student decision making regarding instructional activities and goals is discussed.

Chapter 7

EVALUATION AND IMPROVEMENT STRATEGIES

Herbert J. Klausmeier

Some schools are not using their test data and other available information to improve education in their schools. However, other schools are securing higher educational achievement and other desired student outcomes from year to year by using their evaluation data to improve their educative processes. They arrange for the data to be gathered, analyzed, and summarized systematically and for the results to be interpreted to the teachers and other users of the information.

The general strategy for using evaluative information to improve the school's effectiveness has the following steps:

1. Identify the area(s) to be evaluated.

2. Develop a plan for carrying out the evaluation activities for each area.

3. Gather, summarize, and interpret the first-year data and evaluate the selected area.

4. Based on the results, set a goal to maintain a high level of performance or to raise a level that is lower than desired. Plan related improvement activities to attain the goal.

5. Carry out the improvement activities. Monitor progress. Gather and summarize the evaluative information. Determine the extent to which the goal was attained.

6. Repeat the cycle.

Information is gathered on a systematic basis from year to year in order to implement the preceding general strategy. A recommended program of testing and other information gathering follows:

1. Teacher-constructed paper-and-pencil tests, performance tests, work samples, and observations for measuring student progress during the course and final achievement at the end of the course.

2. Standardized achievement tests in the academic subjects administered at least in every other grade in either the fall or the spring.

3. Criterion-referenced tests including minimum competency tests in various skill areas administered in the fall and spring of each grade.

4. Grade point average in each subject for each student and for the composite group of students of each grade.

5. A mental ability test in the first grade of the school, preferably at the same time that the first standardized achievement testing is done.

6. Other measures of student outcomes in the cognitive domain, e.g., creativity, writing skills, thinking skills, etc., as desired by the school.

7. Average daily attendance (annual).

8. Incidence of discipline referrals (annual).

9. Incidence of suspensions (annual).

10. Incidence of dropouts (annual).

11. An inventory of student learning styles administered at least once during the middle school years and once during the high school years.

12. An inventory or questionnaire to secure student opinion regarding learning, school, teachers, peers, and other elements of schooling, administered at least once during the middle school years and once during the high school years.

13. A student self-concept inventory administered at least once during the middle school years and once during the high school years.

14. Opinions of teachers, students, and parents as necessary to evaluate a selected area.

The preceding kinds of information may be used in the evaluation of most of the design components described in this manual. however, no information should be gathered that is not used to facilitate student learning, to implement the improvement strategies, or to improve some other component of the design.

In this regard informal evaluation that is conducted without gathering and analyzing quantitative information is not to be overlooked. For example, the English teachers getting together at the end of the first grading period to share their opinions regarding how well their courses are meeting the educational needs of the students can be as useful as studying the students' test scores and letter grades insofar as improving English instruction is concerned. Similarly, the social studies teacher may use part of the last class of the grading period or semester to secure each student's opinion of how worthwhile or how appropriate the course was for him or her.

This chapter focuses on using evaluative information to implement the goal-setting strategy for groups of students, such as those of a particular grade. Implementing this goal-setting strategy requires less change in most schools than does the implementation of either individual educational programming (Chapter 2) or individual instructional programming (Chapter 3).

The comprehensive and enabling objectives of the design, preplanning activities, a prototypic plan, and suggestions for using the correlated WRISE materials follow. Chapter 1 gives information that is essential for using the ideas in this chapter. One important consideration is that each school is a unique culture and accordingly must adapt the ideas to fit its situation.

Design Objectives

Comprehensive Objective:

The individual student's progress toward attaining his/her course objectives, the student's instructional program in each course, the student's total educational program, and the school's total educational program are evaluated systematically; and the results of the evaluation are used in improving the educative processes of the school.

Illustrative Enabling Objectives:

Appropriate measurement and evaluation techniques are used:

To evaluate each student's progress toward attaining his or her learning goals in each course.

To evaluate each student's instructional program in each course.

To evaluate each student's educational program each semester in terms of the student's attainment of his or her goals, and in terms of the appropriateness and value of the program for the student.

To evaluate each student's total educational program for the complete school level, i.e., middle school, high school.

To evaluate elements of the school's total educational program.

The results of the evaluation of each student's educational program each semester are used, primarily by teachers and students:

To set a goal for improving the student's program the following semester.

The results of the evaluation of the school's total educational program are used by teachers and other school staff:

To set goals to be attained annually for composite groups of students, such as those of a particular grade in school or those taught by a teaching team.

To evaluate or measure each group's attainment of the goals.

The results of all evaluation activities are used by teachers and other school staff:

To improve the curriculum, instruction, and other elements of the school's educational program.

To improve the school's advising, organizational, and administrative structures and processes.

The preceding comprehensive and enabling objectives indicate the purposes and uses of the school's evaluation activities. Later in this chapter, improvement goals are stated in terms of student outcomes that follow from more effective use of evaluative results. These goals do not pertain directly to the evaluation processes. Rather, the evaluation processes are clarified in the textbook and the correlated filmstrip and school experiences audiocassette.

Preplanning Activities

The activities assume that the school has not established a schoolwide improvement committee. Therefore, the principal exercises much initiative throughout the preplanning phase.

The principal, after securing central office and board support to proceed with preplanning activities, makes a commitment (a) to lead the improvement of the school's practices with respect to evaluation or (b) to delegate the leadership to another member of the school staff.

The principal involves key faculty members in assessing the school's current evaluation practices and in identifying areas of possible improvement.

The principal, along with interested staff, forms a task force on evaluation that includes the principal or other members of the administrative team, a counselor and/or a learning coordinator, and representative teachers. The task force also considers when to involve students and parents.

All members of the task force gain a complete understanding of the WRISE concepts and practices related to evaluation. The task force as a group:

> Views and discusses the filmstrip, "Evaluating Student Learning and Educational Programs in Secondary Schools."
>
> Listens to and discusses relevant sections of the audiocassette, "Experiences of a Middle School and a Senior High School with Evaluating Student Learning and Educational Programs."
>
> Studies textbook Chapter 3, "Evaluation and Improvement Strategies."
>
> Studies the filmstrip and other correlated materials related to individual educational programming, individual instructional programming, and curricular arrangements.

The task force visits schools that have effective evaluation practices, confers with other schools by phone and mail, and secures measurement instruments, test manuals, and other printed material dealing with evaluating student learning and educational programs.

The task force, with input to and from the faculty, informally assesses their school's present situation, identifies possible improvements in evaluation practices, and possible means of implementing the improvements. The task force determines the inservice education that will be needed and whether it will be conducted by the local school staff or secured from an external source.

The cost of preparing for, implementing, and continuing the improvements in evaluation practices is estimated by the task force. Task force members confer with district officials. District officials indicate the district's programmatic and financial support of the program.

Summary of a Prototypic Plan

1. Title of Program

Improvement of Evaluation and Related Goal-Setting Practices.

2. Percent of Students and Grades Involved

One-hundred percent of the students of a middle school, junior high school, or high school and one or more curricular areas. Some schools start with the students of the teachers who pilot the goal-setting strategy.

3. Persons Who Will Plan, Coordinate and Evaluate the Program

A task force on improving evaluation and goal setting, consisting of the principal and other members of the administrative team, a learning coordinator, a guidance counselor, and a teacher from each subject field.

4. Persons Who Will Implement the Program

All teachers.

5. Time Schedule

The task force will prepare a time schedule (or planning system such as PERT) to facilitate the wise use of staff time, to communicate expectations, and to monitor progress. The beginning and ending of some phases of the improvement process will overlap, e.g., some preparatory activities will be started before the planning process is completed.

	Starting Date	Ending Date
Preplanning Activities		
Planning		
Preparatory Activities		
Baseline-Year Evaluation		
First-Year Implementation		
Evaluation of First-Year Implementation		
Refinement/Renewal		

6. Budget

The task force will make a thorough cost analysis and will prepare a budget for each phase of the improvement process. Staff time and monies currently allocated to less critical activities will be allocated to the improvement activities. District funding will be secured to assure that the program will be planned and implemented properly in the first year and that it will not be curtailed or discontinued during the second year or thereafter for lack of funding.

	Budget for Each Phase			
	Planning	Preparation	First-Year Implementation	Refinement/ Renewal
Substitute teachers				
Summer employment				
Consultants				
Workshops, seminars, etc.				
Materials, tests, etc.				
Travel				
Other				

7. Improvement Goals

Goals and evaluation procedures pertaining to the implementation of the individual educational programming strategy and the instructional programming strategy were presented in Chapters 2 and 3 of this manual. Here general goals and illustrative performance goals are given that are related to (a) the implementation of the evaluation-based goal-setting strategy for groups of students and (b) the improvement of measurement tools and evaluation processes. A school might set other general and performance goals.

General Goal:

High achievement of the composite group of students of each grade in the subject fields for which goals are set will be maintained and low achievement will be raised.

Performance Goals:

The mean achievement of Grade 10 in English as measured by a standardized English achievement test will equal or exceed the 70th percentile.

Ninety percent or more of the Grade 10 class will pass the minimum competency test in English.

The grade point average of the Grade 10 class in English will be at or above 3.2.

General Goal:

High student performance related to creativity, thinking skills, and other student outcomes in the cognitive domain for which goals are set for groups of students will be maintained and low performances will be raised.

Performance Goals:

The mean creativity rating of the Grade 6 students as measured by a creativity test will equal or exceed 3.2 on a 4.0 scale.

Forty percent or more of the Grade 10 students will pass the college preparatory test of writing skills.

General Goal:

Student attitudes toward schooling, student self-concepts, and other desired outcomes in the affective domain for which goals are set will remain positive or become more positive.

Performance Goals:

The mean attitude ratings of the Grade 7 students toward learning, school authority and control, peers, and teachers as measured by an attitude inventory will equal or exceed 3.4 on a 4.0 scale.

The mean academic self-concept rating of the Grade 11 students as measured by a self-concept inventory will equal or exceed 3.4 on a 4.0 scale.

General Goal:

Average daily attendance will increase and discipline referrals, suspensions, and the dropout rate will decrease as improvement goals are set pertaining to these areas.

Performance Goals:

The average daily attendance of the Grade 8 students will equal or exceed 94 percent.

The number of Grade 12 discipline referrals will decrease from 100 to 80 or less.

The percentage of dropouts in Grades 10, 11, and 12 will decrease from five to four percent or less.

General Goal:

Effective measurement tools and evaluation processes will be maintained and ineffective tools and processes will be replaced.

Performance Goals:

Five items will be added to the performance test in writing skills to increase the accuracy of the test.

The results of the minimum competency testing will be made available the first day after the test is administered.

8. Preparatory Activities

Teaching schedules and other time commitments of the task force members will be arranged so that they can meet at regularly scheduled times.

The task force will gain faculty commitment to improving evaluation practices.

The task force will aid the teachers in extending their understanding of the evaluation, goal-setting, planning, and implementation sequence by leading the study of part or all of the correlated WRISE materials on evaluation, individual instructional programming, individual educational programming, and curricular arrangements that the task force used earlier as a preplanning activity; by arranging for school visits, consultants, etc.; and by examining evaluation materials used in other schools.

With respect to each area to be evaluated, the task force with input from teachers:

Will specify the students, teachers, subject fields, and other areas to be included.

Will indicate from whom the evaluation information will be obtained; e.g., students, teachers, parents.

Will indicate what will be measured; e.g., student achievement, student attitudes, thinking skills, learning styles, teacher opinion, parent opinion, etc.

Will specify how the results of the measurement and evaluation will be used.

Will identify the information gaining tools and procedures already in use by the school that will be used to attain each goal; e.g., teacher-constructed paper-and-pencil tests, criterion-referenced performance tests, work samples, standardized achievement tests, published attitude and self-concept inventories, etc.

Will identify and construct or purchase other needed information-gaining instruments and procedures.

Will determine the time schedule for securing the information from students, teachers, parents, and others.

The preparatory activities will be arranged so that the teachers can participate in the activities individually, in groups, and/or as a total group.

The task force will invite students and parents to participate in relevant preparatory activities.

9. First-Year Implementation and Monitoring

The classes of teachers will be arranged so that teachers with mutual interests can meet at a regularly scheduled time to plan and discuss their activities and to increase their competence in evaluation and goal setting.

A task force member will summarize the computer printout of the standardized test results in the academic subjects and will report the mean or average achievement of the students in each grade for which scores are available. Task force members will interpret this information to the relevant staff. The information will be used in setting performance goals and in planning related improvements for each subject area tested. (If mental ability scores are available, the mean mental ability of the students of each grade will be compared with their mean achievement in each subject field to identify the subject fields in which the mean achievement is above, below, or at the same level as the mean mental ability.)

A task force member will summarize the results of minimum competency tests administered in each subject. The information will be summarized, interpreted, and used in a manner analogous to that for the standardized achievement tests.

A task force member will summarize and interpret information regarding grade point average and other indicators of student outcomes in a manner analogous to that for the standardized achievement tests.

A task force member will summarize information regarding attendance, discipline referrals, suspensions, and dropouts. This information, as the preceding, will be used in setting goals and planning related improvements.

Each advisor will maintain the use of effective evaluation practices and/or will develop and use improved practices in evaluating each advisee's educational program each semester. (See Chapter 2 for further information on evaluating students' educational programs.)

Each teacher will maintain the use of effective evaluation practices and/or will develop and use improved practices to assess student progress toward attaining course objectives. At the end of the course, the teachers will evaluate the appropriateness of the instructional program of each student. (See Chapter 3 for further information on evaluation of students' instructional programs.)

The task force will continue the use of effective measurement instruments and evaluation processes and/or will identify and develop others to evaluate elements of the school's total educational program. The task force will gather and summarize the information to evaluate the element during the current year and to set goals and plan related improvements for the ensuing year.

In connection with monitoring first-year implementation, a task force member who is not responsible for evaluating teacher performance will carry out activities such as observing the teacher's evaluation practices, examining the tests and other measurement devices the teacher constructs, examining grades assigned to students, and observing group meetings of teachers for the purpose of aiding the teachers attain their improvement goals related to evaluation. If a teacher is experiencing difficulty and desires assistance, the task force members may provide it directly or have other school or district persons provide it.

The teachers will communicate their progress and concerns to a designated task force member.

Parents and students will communicate their concerns regarding the evaluation of student progress to the teacher and then with the teacher to a designated task force member.

10. Evaluation

The purpose of the evaluation activities that follow is solely to improve evaluation practices not to arrive at judgments that influence teachers' salaries or job security in any way. Accordingly, one or more task force members who are not responsible for evaluating teachers' performances will coordinate the activities.

The task force will assess the usability and effectiveness of the measurement instruments and evaluation processes used during the first year and will use the results of the assessments in improving the instruments and processes in the ensuing year. For example, the usability of an instrument to measure educational achievement, such as a standardized test, published criterion-referenced test, or a teacher-constructed test will be ascertained primarily by (a) examining how much it costs in terms of student time for administration and in terms of either purchase or construction, administration, and scoring, and (b) teacher opinion of its usability. The effectiveness of an achievement test will be assessed by statistically determining its accuracy in measuring what was intended to be measured and by securing the opinions of teachers as to whether the instrument measured what they taught.

The effectiveness of an evaluation process, such as minimum competency testing, will be assessed by determining the extent to which the goals of the minimum competency testing program were achieved and also ascertaining possible unintended results.

The evaluation task force coordinator will prepare an annual report for review by the task force on evaluation, the educational improvement committee, and the entire faculty.

The report will be prepared in such a manner that results cannot be related to individual students or to individual teachers.

11. Refinement/Renewal

The cycle of evaluation, goal-setting, planning, and implementing improvements to attain the goals will continue on an annual basis. Ineffective evaluation practices will be eliminated and effective practices will be maintained and strengthened. As the staff continues to engage in this cycle of activities and as more sophisticated staff development continues, the school will strengthen its improvement capability and will experience renewal as a social organization.

Aids for Using Correlated WRISE Materials

Review the section of Chapter 1 in this manual on ways of using the material.

Study each synopsis that follows for your own review.

Present the synopsis orally to the inservice group immediately before they study the material.

TEXTBOOK CHAPTER SYNOPSIS

Evaluation strategies are presented for making decisions regarding each student's instructional program in each course, each student's total educational program of courses, and the school's goal-setting for groups of students. Information is provided pertaining to the timing and purposes of evaluation activities and kinds of measurement devices and procedures that are used in evaluation. Examples of middle school and high school evaluation are presented to clarify the appropriate use of evaluation information.

FILMSTRIP CONTENT SYNOPSIS

FRAMES	
1-29	Strategies for secondary schools to evaluate each student's progress in course work, each student's individual educational program, and the school's educational program are introduced. At Steuben Middle School in Milwaukee, Wisconsin, teachers are shown using work samples, written tests, observation techniques, and performance tests to assess student attainment of objectives.
30-53	Steuben's strategy for evaluating the educational program of each student, the total educational program of the composite group of students in each Instruction and Advisory Unit, and the composite group enrolled in each Grade 6, Grade 7, and Grade 8 is presented.
54-75	The process used by teams of teachers at Steuben to analyze and interpret the results of standardized and locally-constructed tests is depicted.
76-109	An alternative educational arrangement, Progress in Alternative Continuous Education (PACE), at Cedarburg High School, Cedarburg, Wisconsin, and the evaluation strategy employed by the staff of this alternative are presented. A Grade 10 PACE team is shown monitoring a student's progress and evaluating elements of the total program of their composite group of students.
110-124	Summary of evaluation strategies presented in the filmstrip.
125-127	Closing frames and credits.

AUDIOCASSETTE CONTENT SYNOPSIS

SIDE A: "Experiences of a Middle School with Evaluating Student Learning and Educational Programs" (TIME: 11 minutes).

The curriculum coordinator and the reading specialist from Steuben Middle School in Milwaukee, Wisconsin, discuss strategies to evaluate each student's progress in each course, each student's individual educational program, and the school's total educational program.

SIDE B: "Experiences of a High School with Evaluating Student Learning and Educational Programs" (TIME: 12 minutes).

A business education teacher who is also coordinator of the Progress in Alternative Continuous Education (PACE) alternative and a mathematics teacher who serves as a teacher advisor from Cedarburg High School in Cedarburg, Wisconsin discuss the evaluation design used by academic teams in the PACE alternative.

Chapter 8

ADMINISTRATIVE ARRANGEMENTS AND PROCESSES

John C. Daresh and Herbert J. Klausmeier

Many secondary schools have sophisticated administrative arrangements that involve all members of the administrative team, the counselors, and some of the teachers in cooperative planning and shared decision making. However, scarcely any schools have included improving education from year to year as a responsibility of the school. Accordingly, the schools have no administrative arrangement for assuring that any improvement is attempted. In fact, in the large majority of schools the faculty, students, and parents are unaware as to whether their school's educative processes improve, remain stable, or deteriorate from year to year.

Although lack of systematic improvement is widespread, some schools do have administrative arrangements that are directed specifically toward educational improvement. One or more groups, with input from the faculty, proceed as follows. They identify and prioritize needs for improvement on and annual basis. They set measurable goals to attain each year and develop a plan to attain each goal. They monitor progress toward attaining the goal during the year and evaluate the extent to which the goal was attained at the close of the school year. As the staff engages in these processes from year to year, it develops its own capability for continually improving the education of its students. Although calling on external consultants for assistance at times, the staff increasingly becomes able to develop its own means for improving the education of its students. As it develops this increasing capability, it also becomes a self-renewing organization.

Schools that function in this manner have clearly delineated arrangements for the administration of the school's improvement process. Leadership and coordination of the following five phases of the improvement process are provided:

Phase 1: Awareness of improvement concepts and practices, assessment of the school's improvement needs, assessment of staff readiness to begin needed programs, and school and district commitment to start to plan.

Phase 2: Planning the improvement program, including setting realistic, measurable goals and identifying means of attaining them.

Phase 3: Preparation, including inservice education, if necessary, to start the program.

Phase 4: First-year implementation, monitoring, and evaluation.

Phase 5: Refinement and renewal.

In Chapter 1 of this manual, the principal's key role in starting the improvement process was described. Among other activities, the principal, with input from the faculty, organizes the school's initial improvement groups. These groups are the key elements of the school's administrative arrangements for educational improvement. These groups may be existing committees or councils that add educational improvement to their other activities or they may be newly formed groups. Although these groups focus part or all of their effort on improvement, they are an integral part of the school's total administrative organization, not a separated element of it. Similarly, shared decision making and cooperative planning are called for not only related to the administration of the school's improvement activities but also related to all programs. These ideas are clarified in the comprehensive and enabling objectives of the design that follow.

Design Objectives

Comprehensive Objective:

The school's administrative arrangements provide for cooperative planning and shared decision making by the persons responsible for implementing the plans and decisions that are made, mainly administrators, counselors, teachers, and students.

Illustrative Enabling Objectives:

The school:

Is organized into administrative units, each of which has no more than 500 students.

Has one or more committees, composed of representatives of the administrative team, counselors, teachers, students, and parents that make decisions and formulate plans regarding the school's curriculum, instruction, advising, evaluation, organization, and staffing.

An Educational Improvement Committee, or other committee or council that has representatives of the administrative team, curriculum coordinators, counselors, and teachers:

Plans the school's educational improvement activities with input from the total faculty.

Students, parents, and other citizens:

Participate in meetings of the Educational Improvement Committee when matters of concern to them are on the agenda.

Serve as regular members of the Educational Improvement Committee.

One or more district committees, composed of the district administrator, representative principals, curriculum coordinators, counselors, teachers, students, parents, and other citizens:

Coordinate the improvement activities of the district, taking into account district policies and state requirements.

Secure district and other specialists for consultation regarding improvement activities.

The principal provides leadership and, with appropriate involvement of members of the Educational Improvement Committee and the school staff:

Establishes policies and procedures that facilitate the school's educational improvement efforts.

Coordinates the use of facilities, materials, equipment, supplies, and other resources.

Provides time, space, and other physical arrangements that are needed for teaching teams, school committees, and other groups to meet and conduct their business during the school day.

Establishes effective two-way communication among administrators, other staff, teachers, and students; and between the school and parents and citizens of the community.

Participates as a member of district committees.

Transmits information to and from district committees.

Attempts to have implemented the decisions made by district committees.

Preplanning activities, a prototypic plan for improving administrative arrangements for shared decision making, and suggestions for using the WRISE material in an inservice program follow. Chapter 1 provides the background information that is essential for the effective use of the ideas in this chapter. A most important consideration is that since each school has its own unique culture, it must adapt the ideas presented in this chapter to fit its own situation.

Preplanning Activities

The activities that follow assume that the school has not established a schoolwide improvement committee or a schoolwide improvement program.

The principal gains an overview of WRISE, becoming aware of its assumptions, goals, and possibilities for adaptation and implementation.

The principal, after securing central office and school board support to proceed with preplanning activities, makes a commitment to establish administrative arrangements that will assure effective leadership and coordination of the five-phase improvement process on a schoolwide basis and also of each specific improvement program, such as those indicated in the other chapters of this manual.

The principal, along with interested counselors, teachers, and parents, forms a task force on administrative arrangements. The task force includes the principal and the other members of the administrative team, a counselor and/or a learning coordinator, and representative teachers. The task force also considers when to involve students and parents.

All members of the task force gain a complete understanding of the WRISE concepts and practices related to cooperative planning and shared decision making. The task force as a group:

Views and discusses the filmstrip, "Administrative Arrangements for Shared Decision Making in Secondary Schools."

Listens to and discusses relevant sections of the audiocassette, "Experiences of a Middle School and Two Senior High Schools with Administrative Arrangements for Shared Decision Making."

Reads textbook Chapter 8, "Administrative Arrangements and Processes."

Gains an overview of all the other WRISE components by viewing the other nine filmstrips and surveying all other chapters of the textbook and this manual.

The task force, with input to and from the faculty, informally assesses their school's present administrative arrangements, identifies an arrangement whereby responsibility for leading and coordinating the school's improvement activities will be assumed, outlines possibilities for making the arrangement operational, and determines the kind of inservice education that will be needed.

The task force estimates the costs of preparing for and making the administrative arrangements operational. Task force members confer with district officials who indicate the district's support of the program.

Summary of a Prototypic Plan

1. Title of Program

Administrative Arrangements for Educational Improvement.

2. Percent of Students and Grades Involved

One-hundred percent of the staff and student body of the school will be affected directly or indirectly by the school's administrative arrangements for educational improvement. The faculty most directly affected will be those who lead and coordinate the five-phase improvement process and those who lead, coordinate, and implement specific improvement programs. Students who participate as members of improvement committees and those who participate in improvement activities will be more directly involved than other students.

3. Persons Who Will Plan, Coordinate and Evaluate the Program

A task force on administrative arrangements for educational improvement.

4. Persons Who Will Implement the Program

Administrators, counselors, teachers, and others who share the leadership and coordinating responsibilities.

5. Time Schedule

The task force will prepare a time schedule to facilitate the wise use of staff time, to communicate expectations, and to monitor progress. The beginning and ending of some phases of implementing the administrative arrangement(s) will overlap, e.g., some preparatory activities will be started before the planning process is completed.

	Starting Date	Ending Date
Preplanning Activities		
Planning		
Preparatory Activities		
Baseline-Year Evaluation		
First-Year Implementation		
Evaluation of First-Year Implementation		
Refinement/Renewal		

6. Budget

The task force will make a thorough cost analysis and will prepare a budget for each phase of implementing effective administrative arrangements. Staff time and monies currently allocated to less critical activities will be re-allocated. District funding will be committed to assure that new or modified administrative arrangements will be planned and implemented properly in the first year and that they will not be curtailed or discontinued during the second year or thereafter for lack of funding.

	Budget for Each Phase			
	Planning	Preparation	First-Year Implementation	Refinement/ Renewal
Substitute teachers				
Summer employment				
Consultants				
Workshops, seminars, etc.				
Materials, tests, etc.				
Travel				
Other				

7 Improvement Goals

General goals are given and are followed by illustrative performance goals. The performance goals presume that information will be collected annually to assess the effectiveness of the administrative arrangements. Other comprehensive and performance goals might be set by a school.

General Goal:

The school's ongoing educational programs will be administered effectively by the principal with input from groups whose members share in making important decisions regarding the programs.

Performance Goals:

Each member of each group will rate the administration of the ongoing program and the shared decision-making arrangements as being highly effective.

Each member of each group will indicate that he or she participates in making all the important decisions that affect the functioning of the program.

General Goal:

The school's overall improvement process will be administered effectively by the principal with input from a group whose members share in making the important decisions regarding the process.

Performance Goals:

Each member of the group will rate the administration of the school's improvement process and the shared decision-making arrangements as being highly effective.

Each member of the group will indicate that he or she participates in making all the important decisions that affect the implementation of the process.

General Goal:

Each specific improvement program of the school will be administered effectively by the principal with input from a group whose members share in planning, monitoring, and evaluating the program.

Performance Goals:

Each member of the English improvement task force will rate the planning, monitoring, and evaluation of the English improvement program by the task force as highly effective.

Each member of the task force on enhancing student self-concepts will rate the planning, monitoring, and evaluation of this program by the task force as highly effective.

Eighty percent or more of the teachers who are involved in implementing the teacher-advisor program but are not on the teacher-advisor task force will rate the planning, monitoring, and evaluation of the program by the task force as highly effective.

General Goal:

Members of the school staff and students who are not members of a decision-making group but who implement an improvement program will have the opportunity to participate in the decisions made by the group regarding the program.

Performance Goals:

Eighty percent or more of the teachers and counselors will indicate that they are satisfied with the extent to which they are involved in decision making regarding the teacher-advisor program, as measured by an instrument such as the Decision Involvement Analysis.

Eighty percent or more of the seniors will indicate that they are satisfied with their role in deciding the senior activities to be held in connection with graduation.

General Goal:

Parents and other citizens who are affected by decisions made by school groups will have an opportunity to provide input regarding the decisions made by the school groups.

Performance Goals:

Ninety percent or more of the parents will indicate that they are satisfied with the amount of their input to the decision-making groups of the school.

Citizens who provide students with opportunities for career exploration and career preparation will rate their opportunity to provide input regarding these activities as satisfactory or highly satisfactory.

8. Preparatory Activities

Task force members' schedules and other time commitments will be arranged so that they can meet at regularly scheduled times.

The task force will gain faculty, student, and parent commitment for modifying the school's administrative arrangements.

The task force will assist the school staff in participating in shared decision making by leading the study of part or all of the correlated WRISE materials used earlier as a preplanning activity; by arranging for staff to visit schools with exemplary practices; by securing materials from schools with exemplary administrative arrangements; and by arranging for consultants to conduct inservice activities if necessary.

The task force will develop a decision-involvement planning grid that specifies who is involved with what decisions, the content of decisions that are shared with different groups, and the way in which different types of decisions ordinarily are handled. The task force will prepare a set of guidelines to assist the staff in the shared decision making processes.

The task force will review and possibly make recommendations regarding the revision of existing job descriptions of administrators, teachers, and counselors as necessary to modify the school's administrative arrangements.

The task force will invite students and parents to participate in relevant preparatory activities.

9. First-Year Implementation and Monitoring

The task force on administrative arrangements will assure that continuing groups that are responsible for ongoing activities of the school, e.g., administrative team, curriculum council, student activities committee, inservice committee, etc., will develop a clear understanding of their responsibilities, have good working conditions, including time arrangements, and carry out their responsibilities effectively.

The task force on administrative arrangements will carry out the awareness-assessment-commitment phase of the improvement process. This phase includes identifying and prioritizing needs for improvement and securing faculty and school district commitment. The task force, with input from the faculty, will decide:

A. Whether the administrative task force will form other task forces to start one or more schoolwide improvement programs, one or more specific programs, or both schoolwide and specific programs.

B. Whether the administrative task force will form a new schoolwide educational improvement committee that will organize the various task forces mentioned in (A), identify an existing school group to become the school's educational improvement committee, or identify representatives of the various task forces mentioned in (A) to form a school improvement coordinating committee.

(As indicated in Chapter 1, many high schools form one or more task forces that focus on schoolwide or specific improvement needs. Then, representatives of these task forces are organized into the school's improvement coordinating committee. In general, this approach is more easily implemented and administered than is forming an educational improvement committee first. However, middle schools that are already organized into teams and high schools that have subschool administrative organizations can use either approach effectively.)

The task force on administrative arrangements will aid other improvement task forces in setting goals, developing plans to achieve their goals, implementing their plans, monitoring progress, and evaluating the effectiveness of the improvement program. The task force on administrative arrangements will assure that each task force is adequately prepared to carry out its work, has good working conditions, and carries out its responsibilities effectively. The administrative task force will assure that the progress of each other task force is monitored.

The administrative task force will work with each improvement task force to assure that each task force member has opportunity to share in the activities and decisions of the task force and that school faculty and students who are involved in the implementation of the improvement activities have opportunity to provide input to and review the decisions of the task force.

The administrative task force will work with each improvement task force to assure that parents and other citizens have opportunity to provide input to the task force.

The task force on administrative arrangements will dissolve itself as soon as a schoolwide educational improvement committee or improvement coordinating committee is functioning effectively. This assumes that the principal is a member of the continuing committee.

With respect to monitoring first-year implementation, the members of the task force on administrative arrangements will develop a form for assessing the effectiveness of their administrative practices and will use it informally on a monthly basis to monitor their own progress.

A member of the task force on administrative arrangements will observe the activities of the school's improvement task forces to assure that progress is made in attaining general goals and performance goals of the type indicated earlier in this chapter.

Members of the task force on administrative arrangements will be "on-call" to the improvement task forces and, as time permits, to the faculty and student implementors of the improvement activities.

10. Evaluation

The purpose of the evaluation activities that follow is solely to improve the administrative arrangements of the school, including shared decision making practices. It is not to arrive at judgments that influence administrators' or teachers' salaries or job security in any way. Accordingly, one or more task force members who are not responsible for evaluating performance will coordinate the activities. (Refer to Chapter 7 if any of the substantive aspects of the activities that follow are not clear). Evaluative information that is gathered and summarized one semester or year will be used to estimate the effectiveness of the current administrative arrangements and to plan improvements for the next semester or year.

Determining the effectiveness of the administrative arrangements for conducting the school's ongoing educational program.

The task force on administrative arrangements will informally evaluate its activities at least twice per semester in regularly scheduled meetings of the task force.

The task force will construct a short questionnaire to secure opinions regarding the effectiveness of the administrative arrangements and will administer it annually to all members of existing school groups that make decisions regarding the school's educative processes, to all faculty who are not members of the existing groups, and to a sample of students. The responses of these persons will be analyzed separately by group and also for all the participants.

Determining the effectiveness of the administrative arrangement for implementing the school's five-phase improvement process.

The task force on administrative arrangements will proceed here as with the preceding evaluation.

Determining the effectiveness of the administrative arrangement for each specific improvement program.

The task force on administrative arrangements will aid each improvement task force in evaluating the effectiveness of its leadership and coordination of its improvement activities. Regularly scheduled meetings of the improvement task force will be used for ongoing informal evaluation, and questionnaires or interviews will be employed. The results of the evaluation will be made available to the task force on administrative arrangements as well as to the members of the respective improvement task forces.

Determining the extent of decision making by the school faculty and students and their perception of the nature of the content of the decisions.

A task force member will administer a research instrument, such as a Decision Involvement Analysis, to all or a sample of staff members in the school to determine the extent to which teachers, counselors, and administrators are involved in making decisions of interest and importance to them.

A task force member will periodically interview a sample of staff members to determine whether or not changes need to be made regarding the decision-making guidelines proposed as a preparatory activity by the task force. Students who serve on committees and task forces will be interviewed by a task force member to ascertain the amount of their decision making and their perception of the importance of the decisions.

Determining the extent of input into the school's decision making processes by parents and other citizens.

A task force member will interview a small sample of parents and other citizens periodically to determine the frequency and kind of input they are providing to the school's decision-making groups.

A task force member will prepare and distribute an opinionaire to a large sample of community members to ascertain the overall level of satisfaction regarding their input into the school's decision- making groups.

A task force member assisted by designated faculty will prepare an annual evaluation report for review by the task force on administrative arrangements, the educational improvement committee, and the entire faculty. The information will be used to improve the administrative arrangements during the ensuing year. The report will be prepared in such a manner that the results cannot be related to any individual faculty member or student.

11. Refinement/Renewal

The cycle of evaluation, goal setting, planning, and implementation will continue on an annual basis regardless of whether the task force or administrative arrangements is continued or whether its responsibilities are assumed by the school's improvement committee. Ineffective practices will be discontinued while effective administrative arrangements and practices will be maintained and strengthened. As the staff continues to engage in this cycle of activities and as more sophisticated staff development continues, the school will refine its own improvement capability and will experience renewal as a social organization.

Aids for Using Correlated WRISE Materials

Review the section of Chapter 1 of this manual on ways of using the material.

Study each synopsis that follows for your own review.

Present the synopsis orally to the inservice group immediately before they study the material.

TEXTBOOK CHAPTER SYNOPSIS

This chapter stresses administrative arrangements and processes of the school that facilitate implementing educational improvement. Research and practice regarding these processes are examined as a basis for establishing administrative arrangements that focus on improving secondary schooling.

Next, alternative administrative arrangements for schoolwide planning and decision making are described as carried out in four secondary schools of different size, grade levels, and other characteristics. The chapter concludes by considering the importance of the administrative team and the schoolwide decision-making body as mechanisms for improving the administration and operation of secondary schools.

FILMSTRIP CONTENT SYNOPSIS

FRAMES

1-15 Administrative arrangements for shared decision-making are needed in secondary schools:

to enable teachers to work with students in teaching and advising.

to allow teachers to work with other teachers in planning and implementing instructional activities.

to enable teachers to work with administrators in providing input to the decision-making process of the total school.

16-26 The administrative arrangements of East High School in Denver, Colorado, are indicated.

27-45 The many diverse educational offerings designed to meet the needs of different East High School students are illustrated.

46-59 Examples are given of ways in which the administrators, counselors, and teachers of Hood River Valley High School in Hood River, Oregon, are organized to increase communication and to enhance participation in decision making.

60-65 The functioning of the Instructional Improvement Council, a schoolwide shared decision making group at Irvine High School in Irvine, California, is explained.

66-72 Arrangements to satisfy students' unique educational and personal needs at Irvine High School are presented.

73-85 The administrative and organizational arrangements for shared decision making at Steuben Middle School in Milwaukee, Wisconsin, are depicted.

86-97 Summary, closing frames, and credits.

AUDIOCASSETTE CONTENT SYNOPSIS:

SIDE A/Segment 1: "Experiences of Steuben Middle School with Administrative Arrangements for Shared Decision Making" (TIME: 12 minutes).

The principal and a teacher from Steuben Middle School in Milwaukee, Wisconsin, discuss the ways in which administrators, counselors, and teachers participate in making schoolwide decisions.

SIDE B/Segment 1: "Experiences of Hood River Valley High School with Administrative Arrangements for Shared Decision Making" (TIME: 8 minutes).

A counselor and a teacher from Hood River Valley High School in Hood River, Oregon, describe the ways in which staff members are continuously involved in making decisions related to the objectives of the total school.

SIDE B/Segment 2: "Experiences of Irvine High School with Administrative Arrangements of Shared Decision Making" (TIME: 10 minutes).

The principal and a teacher from Irvine High School Irvine, California, describe the methods used in their school for allowing teachers, counselors, and administrators to work together to reach consensus in a shared decision-making process.

Chapter 9

ORGANIZING FOR INSTRUCTION AND ADVISING

John C. Daresh

Effective secondary schools pay attention to how students and teachers are organized for instruction and student advising. In many middle schools the academic teachers and students are organized into units of three to five academic teachers and 75 to 125 students. The allied arts and other teachers are also organized into teams but do not teach a particular group of students. In this organizational pattern, the academic teachers have the students for four or five class periods daily and teach the students the academic subject matter. The teachers also serve formally or informally as educational advisors to 15 to 25 students of the unit, and one or more allied arts teachers also advise some of the students of each unit.

In senior high schools, there is less interdisciplinary teaming for instruction after Grade 9 or Grade 10 than there is in the middle schools. However, interdisciplinary teams of student advisors have been formed and perform advising responsibilities very effectively. These advising teams may be organized by grade or across grades.

Chapter 10 presents suggestions for implementing teacher-advisor programs. This chapter focuses on the organization of teachers and students for instruction. Accordingly, only the enabling objectives pertaining to the organization for instruction follow in this chapter.

Design Objectives

Comprehensive Objective:

The faculty and students are organized into small groups that permit instruction and advising to be personalized.

Illustrative Enabling Objectives:

A member of each instructional group:

Chairs the meetings of the group.

Serves on the school's Educational Improvement Committee and participates in the Committee's planning and other activities.

Transmits information, decisions, and plans from the teaching staff to the Educational Improvement Committee.

Transmits information, decisions, and plans to the teaching staff.

Related to instruction, each group of teachers, such as an interdisciplinary teaching team, cooperatively:

Develops the procedures for planning, monitoring, and evaluating each student's instructional program in each course taught by the group.

Plans and evaluates the group's instructional strategies.

Related to the group's instructional functions, each teacher:

Outlines the content of his or her courses.

Develops the learning guides that students use in the courses.

Plans the instructional methods that are employed in the courses, including the use of time, materials, and modes of instruction.

Participates in all aspects of the group's planning and evaluation activities.

Carries out his or her instructional activities in accordance with the group's plans.

Preplanning activities, a prototypic plan for improving a school's organization for instruction, and aids for using the WRISE material in an inservice program follow. Chapter 1 provides the background information that is essential for the effective use of the ideas in this chapter. A most important consideration is that since each school has its own unique culture, it must adapt the ideas presented throughout this chapter to fit its own situation.

In this regard, we should recognize that instructional teams vary greatly from school to school with respect to their composition and their functioning. With respect to composition, the typical team in the middle school and up to Grade 10 of high school has three to five academic teachers who offer all the instruction in the required academic subject fields to a group of 75 to 125 students. However, a team may have as few as two teachers or as many as eight. For example, an English and a social studies teacher often team and offer the required English and social studies to 50-60 students in Grade 11 or 12. Sometimes a math and a science teacher team together in Grades 11 and 12. In fact, two-teacher teams function well in any grade. Teams with as many as eight members often offer all the required courses in Grades 11 and 12 in a career specialty program, such as computer technology, medical education, or public service.

Varying levels of functioning as a team may be considered in terms of how the team members proceed with respect to identifying the content and materials of instruction, determining the instructional and evaluation strategies that the members employ, sharing information regarding their students, and teaching independently or together. With respect to identifying the content and materials of instruction, each team member at a low level of team functioning makes these decisions independently but informs the other members regarding the content and materials in regularly scheduled team meetings. In this way omissions and overlaps are detected and are corrected as desired by the individual members. At a high level of functioning, the individual members tentatively identify the content and materials for their courses and bring their recommendations to the team. The team members then eliminate undesired overlaps, add what was inadvertently eliminated, and reach consensus on the content and materials to be employed by each teacher.

With respect to the use of instructional strategies and evaluation procedures, the level of functioning parallels that for content and materials. At a low level of functioning as a team, the team members inform one another. At a high level, they share information about instructional strategies and evaluation procedures and plan the team's strategies and procedures together. This does not mean that all the teachers use identical instructional strategies or use identical evaluation procedures. Rather, each teacher carefully considers the ideas of each other team member and then identifies strategies and procedures that are appropriate for him or her to achieve particular objectives. The important consideration here is not that all team members use identical strategies and procedures but that each one uses strategies and procedures that he or she believes will be effective.

A low level of team functioning with respect to sharing information about students is for each team member to provide information informally about any student as he or she desires. At a high level, the information desired regarding students is agreed upon by the team members. This often includes standardized and minimum competency test scores, students' learning styles, students' attitudes and self-concepts, and problems a student is experiencing. This information is gathered and brought to regularly scheduled team meetings. The team members use the information in their classes to arrange a good instructional program for each student, aid the student in resolving a learning problem, help the student to adjust to other students, etc.

With respect to the amount of teaching done independently or together, there is relatively little variation among interdisciplinary teams of three or more members. Typically, each team member teaches independently in one or two subject fields: English, math, reading, science, or social studies. Occasionally, a teacher crosses subject fields to teach a unit or two in another teacher's subject specialty. Rarely do the teachers meet in a large room with a large group of students and either take turns teaching the large group or divide the larger group into smaller groups, one for each teacher. The amount of teaching done together by team members decreases from Grade 6 onward and also as more teachers are certified to teach at the secondary school level rather than the elementary school level.

There is relatively little team teaching done in the allied arts, foreign languages, and fine arts although teachers in these areas often meet together to share information about schedules, content, tests, etc. Adequate means have not been found for scheduling these teachers into the academic teams. On the other hand, a special education teacher and special education students are often part of an academic unit.

Regardless of whether teachers are organized into interdisciplinary teams, broad fields, or departments, in effective schools they work together in small groups to improve instruction in the subject field(s) for which they are responsible. The primary goal of each team is to aid each of its members to arrange an appropriate instructional program for each student in each course, to monitor each student's progress systematically thereby assuring that academic and social problems are identified early and are corrected, and to evaluate each student's instructional program for each unit and each course thereby assuring that a better program is arranged from unit to unit and course to course. In this way the instructional process becomes more personalized and also more effective in terms of promoting each student's educational and personal development.

Each group of teachers is also represented on an Educational Improvement Committee or other decision-making group that is responsible for the continual improvement of instruction in the school. This enables all of the teachers to have input into the improvement process and to share responsibility for the continual improvement of instruction.

Preplanning Activities

The activities that follow assume that the teachers are carrying out their instruction independently of one another and that they are not represented on an instructional improvement committee. A second assumption is that an improvement committee will be formed and that each group of teachers will be represented on the committee.

The principal, after securing central office and school board support to proceed with preplanning activities, makes a commitment to lead the improvement of the school's organization for instruction.

The principal involves key faculty members in assessing the school's current practices regarding its organization for instruction and in assessing the school's readiness for changing current practices.

The principal, along with other interested staff, forms a task force on organization for instruction. The task force includes the principal or other members of the administrative team, a counselor and/or learning coordinator, and representative teachers. Others may volunteer to become task force members. The task force also considers when to involve students and parents.

All members of the task force gain a complete understanding of the WRISE concepts and practices related to organization for instruction. The task force as a group:

Studies textbook Chapter 9, "Organization for Instruction and Student Advising."

Views and discusses the filmstrip "Instruction and Advisory Arrangements in Secondary Schools."

Listens to and discusses relevant sections of the audiocassette, "Experiences of Two Middle Schools and Two Senior High Schools with Instruction and Advisory Arrangements."

Studies the correlated materials on "Teacher Advisor Programs," "Educational Programming for the Individual Student," "Instructional Programming for the Individual Student," and "Administrative Arrangements and Processes."

The task force, with input to and from the faculty, informally assesses their school's present organization for instruction, identifies how changes in its organization for instruction will contribute to improving the school's educative processes, outlines possible means of implementing improvements, and determines the kind of inservice education that will be needed and whether it will be conducted by the local staff or secured from an external source.

The task force estimates the costs of preparing for and implementing improvements in the school's organization for instruction. Task force members confer with district officials who indicate the district's support of the program.

Summary of a Prototypic Plan

In this chapter a prototypic plan related to the organization for instruction is presented. Chapter 10 gives a plan related to teacher advising of students.

1. Title of Program

Organization for Instruction.

2. Percent of Students and Grades Involved

All staff will be involved in changing the organization for instruction. All students also will be indirectly involved.

3. Persons Who Will Plan, Coordinate and Evaluate the Program

A task force on organizing for instruction.

4. Persons Who Will Implement the Program

All teachers, all counselors, all administrators.

5. Time Schedule

The task force will prepare a time schedule to facilitate the wise use of staff time, to communicate expectations, and to monitor progress. The beginning and ending of some phases of the improvement process will overlap, e.g., some preparatory activities will be started before the planning process is completed.

	Starting Date	Ending Date
Preplanning Activities		
Planning		
Preparatory Activities		
Baseline-Year Evaluation		
First-Year Implementation		
Evaluation of First-Year Implementation		
Refinement/Renewal		

6. Budget

The task force will make a thorough cost analysis and will prepare a budget for each phase of the improvement process. Staff time and monies currently allocated to less critical activities will be re-allocated to the improvement activities. District funding will be committed to assure that the program will be planned and implemented properly in the first year and that it will not be curtailed or discontinued during the second year or thereafter for lack of funding.

	Budget for Each Phase			
	Planning	Preparation	First-Year Implementation	Refinement/ Renewal
Substitute teachers				
Summer employment				
Consultants				
Workshops, seminars, etc.				
Materials, tests, etc.				
Travel				
Other				

7. Improvement Goals

Several goals are given and are followed with illustrative performance goals. The performance goals presume that quantitative and/or qualitative information will be gathered on an annual basis. A school might set other goals.

General Goal:

Instructional groups will be formed that aid each teacher of each group in arranging an appropriate instructional program for each student enrolled in his or her courses.

Performance Goal:

Ninety percent or more of the teachers will indicate that the organization for instruction facilitates their providing excellent instruction to students.

General Goal:

A member of each instructional group of teachers (such as an interdisciplinary team, a single-subject department, or some other type of instructional group) will serve as a member of the school's Educational Improvement Committee to ensure that all teachers share in making decisions and to provide a line of communication between the schoolwide decision-making group and individual teachers.

Performance Goal:

Eighty percent or more of the teachers will indicate high satisfaction with their role in making decisions regarding instruction.

General Goal:

Each group of teachers, such as an interdisciplinary teaching team, will cooperatively develop the procedures for planning, monitoring, and evaluating each student's instructional program in each course taught by each teacher of the group.

Performance Goal:

Each group of teachers will arrange an appropriate individual instructional program for 75 percent or more of their students.

General Goal:

A time schedule will be established which will permit teaching teams to meet a minimum of 3 hours per week during the regularly scheduled teaching day.

Performance Goal:

Each teaching team will meet at least once each week to plan and evaluate their instructional strategies.

8. Preparatory Activities

Task force members' schedules and other time commitments will be arranged so that they can meet at regularly scheduled times.

The task force will gain faculty, student, and parent commitment for implementing its improvement of the organization for instruction.

The task force will assist the school staff in preparing to implement its improvement of the organization for instruction by leading the study of part or all of the correlated WRISE materials used earlier as a preplanning activity, by arranging for the staff to visit schools that have exemplary practices, by making available materials from schools with exemplary instructional arrangements, and, if necessary, by arranging for consultants to conduct inservice activities.

The task force will invite students and parents to participate in relevant preparatory activities.

9. First-Year Implementation and Monitoring

The task force will redefine the role of existing groups for instruction, or will form new groups, to assure that students receive appropriate instruction in each course in which they are enrolled.

The principal or another qualified task force member will interview selected teachers, counselors, students, and parents to determine their perceptions regarding the effectiveness of the new or refined organization for instruction.

Periodically, information concerning the progress of the improvements related to the organization for instruction will be determined and made available to all teachers, counselors, and administrators.

10. Evaluation

The purpose of the evaluation activities that follow is solely to improve the school's organization for instruction and related elements that affect the quality of schooling for students, not to arrive at judgments that influence teachers' or administrators' salaries or job security in any way. Accordingly, one or more task force members will coordinate the activities. (Refer to Chapter 7 if any of the substantive aspects of the activities that follow are not clear.) Evaluation information that is gathered and summarized one year will be used to estimate the effectiveness of the current program and to plan improvements for the next year.

Redefining the current organization for instruction or forming a new pattern.

A task force member will interview teachers to ascertain the effectiveness of the organization for instruction in terms of its aiding the teachers in arranging appropriate instructional programs for their students.

Ensuring that the needs and interests of each teaching group in the school will be heard by the school's Educational Improvement Committee or other schoolwide decision-making group.

A task force member will periodically interview a cross-section of the teachers to determine if they believe that their interests are adequately represented in the schoolwide decision-making body.

Determining that each group of teachers develops the procedures for planning, monitoring, and evaluating each student's instructional program in each course taught by the group.

A task force member will develop and administer a brief opinionaire to a cross-section of students to determine their perceptions of the adequacy of their instructional programs.

Determining that each group of teachers plans and evaluates the group's instructional strategies.

A task force member will meet with selected teaching groups and will interview these groups to determine the frequency with which the group planned and evaluated the instructional strategies of the group.

Determining the effects of improvement activities related to the organization for instruction.

A task force member will prepare an annual evaluation report for review by the task force on organization for instruction, by the school's Educational Improvement Committee, by the entire faculty, and by any existing parent and community groups, such as a parent-teacher-student association or a superintendent's community advisory panel. Information presented in the annual report will be used to improve the organizational arrangements during the following year. The report will be written in such a manner that the results cannot be related to any individual faculty member or student.

11. Refinement/Renewal

The cycle of evaluation, goal setting, planning, and implementation will continue on an annual basis. Ineffective practices and activities will be discontinued, while effective practices and activities will be maintained and strengthened. As the staff continues to engage in this cycle of activities and as more sophisticated staff development continues, the school will refine its improvement capability and will experience renewal as a social organization.

Aids for Using Correlated WRISE Materials

Review the section of Chapter 1 of this manual on ways of using the material.

Study each synopsis that follows for your own review.

Present the synopsis orally to the inservice group immediately before they study the material.

TEXTBOOK CHAPTER SYNOPSIS

The issue of how best to organize the school for effective teaching is of crucial importance if instructional programming for the individual student is to be achieved in secondary schools. Hence, the focus of this chapter is on the organizational arrangements needed for effective instruction.

FILMSTRIP CONTENT SYNOPSIS

FRAMES	
1-12	Introduction.
13-20	Presentation of cooperative planning as the major responsibility of teaching teams in carrying out the major functions of cooperative teaching, evaluating students' progress, advising students, and reporting to parents.
21-38	A team of teachers in one of the Instruction and Advisory Units at Steuben Middle School in Milwaukee, Wisconsin, demonstrates how teachers plan together to better utilize one of the resources of their school.
39-54	Teachers at Webster Transitional School in Cedarburg, Wisconsin, are shown planning and teaching cooperatively.
55-68	Teachers of one broad subject field at Hood River Valley High School of Hood River, Oregon, are shown planning their instruction and advisement activities.
69-94	A team of teachers in an alternative educational arrangement, Progress in Alternative Continuous Education (PACE), at Cedarburg, Wisconsin, is shown planning ways in which its teaming arrangement can be used to improve communication with parents.

95-105 Summary of the organizations for instruction and student advisement shown in the filmstrip.

105-110 Summary, closing frames, and credits.

AUDIOCASSETTE CONTENT SYNOPSIS

SIDE A/Segment 1: "Experiences of Webster Transitional School with Instruction and Advisory Arrangements" (TIME: 12 minutes).

The principal and a teacher at this suburban middle school in Cedarburg, Wisconsin, explain how teachers and students have been organized into units--or "pods"--for instruction and advisory activities. Emphasis is placed on how teachers share expertise in advising students. The final portion of the segment is devoted to an explanation of the planning process used to implement this arrangement.

SIDE A/Segment 2: "Experiences of Steuben Middle School with Instruction and Advisory Arrangements" (TIME: 11 minutes).

A teacher and the curriculum coordinator from this urban middle school in Milwaukee, Wisconsin, explain how teachers plan their cooperative teaching strategies as members of academic instruction and advisory units. How these units were first developed is also explained.

SIDE B/Segment 1: "Experiences of Hood River Valley High School with Instruction and Advisory Arrangements" (TIME: 12 minutes).

A guidance counselor and a teacher from Hood River Valley High School in rural Oregon describe the way teachers work together in making decisions related to instruction and the advisement of students.

SIDE B/Segment 2: "Experiences of Cedarburg High School with Instruction and Advisory Arrangements" (TIME: 12 minutes).

An assistant principal and a teacher from Cedarburg High School, a large suburban high school located near Milwaukee, Wisconsin, describe how teachers work together in teams within two alternative school-within-a-school programs.

Chapter 10

TEACHER-ADVISOR PROGRAMS

Herbert J. Klausmeier

Increasingly, more adolescents need a school person to aid them in becoming more effective learners and in achieving important educational goals. Also, more students need someone to work with them on an individual basis in solving the usual problems that adolescents experience with peers, parents or other adults, and also with themselves, as growing, changing persons. Attention and wise guidance from a caring adult are vital for the healthy educational, personal, and social development of adolescents.

Since guidance counselors typically cannot provide this personalized assistance to all students, some schools have established teacher-advisor programs in which each teacher serves as an advisor to about 20 students. The counselors aid teachers with their advising activities and also continue to counsel students who are experiencing severe educational, social, or emotional problems.

Some schools limit their teacher-advisor program to attaining one objective, such as promoting the educational development of each student. Other schools use the teacher-advisor program to attain improvement goals relative to instruction, the curriculum, student decision making, evaluation, and home-school-community relations. In this comprehensive approach, raising student achievement and attendance, developing more favorable student attitudes and self-concepts, and reducing discipline referrals and suspensions on a schoolwide basis are appropriate goals of the teacher-advisor program.

This chapter outlines a comprehensive teacher-advisor program that is designed to attain many improvement goals. A school may choose to implement the comprehensive approach in its entirety or only part of it.

The comprehensive and enabling objectives of the design, preplanning activities, a prototypic plan, and suggestions for using the correlated WRISE material is essential for using the ideas in their chapter. One important consideration is that each school is a unique culture and accordingly must adapt the ideas to fit its situation.

Design Objectives

Comprehensive Objective:

The faculty and students are organized into small groups that permit advising to be personalized.

Illustrative Enabling Objectives

Each group of teachers, such as an interdisciplinary team, implements the group's advising activities related to:

Promoting the educational development of each student.

Enhancing the personal and social development of each student.

Improving schoolwide communication.

Improving home-school-community relations.

Related to advising functions, individual staff members, with the assistance of a guidance counselor:

Serve as advisors to students.

Assume responsibility for planning, monitoring, and evaluating their advisee's educational programs and for attaining other objectives of the advising program.

The preceding comprehensive and enabling objectives indicate four purposes for establishing a teacher-advisor program. Later in this chapter, improvement goals are stated in terms of student outcomes. The goals incorporate outcomes related to each of the four purposes. No goals are given regarding the process of advising. Rather, the advising process is clarified in the textbook and the correlated filmstrip and school experiences audiocassette.

Preplanning Activities

The activities assume that the school has not established a schoolwide improvement committee. Therefore, the principal exercises much initiative throughout the preplanning phase.

The principal, after securing central office and board support to proceed with preplanning activities, makes a commitment (a) to lead the improvement of the school's advising practices or (b) to delegate the leadership to another member of the school staff.

The principal involves key faculty members in assessing the school's current advising practices and in identifying areas of possible improvement.

The principal, along with interested staff, forms a teacher-advisor task force that includes the principal or other members of the administrative team, a counselor and/or a learning coordinator, and representative teachers. The task force also considers when to involve students and parents.

All members of the task force gain a complete understanding of the WRISE concepts and practices related to teacher advising. The task force as a group:

Views and discusses the filmstrip, "Teacher-Advisor Programs in Secondary Schools."

Listens to and discusses relevant sections of the audiocassette, "Experiences of a Middle School and a Junior High School with Teacher-Advisor Programs, and Experiences of Two Senior High Schools with Teacher-Advisor Programs."

Reads textbook Chapter 10, "Teacher-Advisor Programs."

Studies the filmstrip and other correlated materials related to individual educational programming, curricular arrangements, and student decision making.

The task force visits schools having teacher-advisor programs and confers with other schools by phone and mail, in order to secure manuals and other printed materials from schools having teacher-advisor programs.

The task force, with input to and from the faculty, informally assesses their school's present situation, identifies possible improvements in advising practices, and considers a teacher-advisor program as a means of implementing the improvements. The task force determines the inservice education that will be needed and whether it will be conducted by the local school staff or secured from an external source.

The added costs of carrying out each phase of the improvement process is estimated by the task force. Task force members confer with district officials. District officials indicate the district's support of the program.

Summary of a Prototypic Plan

1. Title of Program

Teacher-Advisor Program.

2. Percent of Students and Grades Involved

One hundred percent of the students of a middle school, junior high school, or high school. Some schools start with the students of a grade and extend the program one grade per year.

3. Persons Who Will Plan, Coordinate and Evaluate the Program

A teacher-advisor task force consisting of the principal, instructional coordinator, a minimum of one guidance counselor, and a minimum of one teacher from each grade (or representative teachers from the Educational Improvement Committee).

4. Persons Who Will Implement the Program

Teachers, counselors, and administrators.

5. Time Schedule

The task force will prepare a time schedule (or planning system such as PERT) to facilitate the wise use of staff time, to communicate expectations, and to monitor progress. The beginning and ending of some phases of the improvement process will overlap, e.g., some preparatory activities will be started before the planning process is completed.

	Starting Date	Ending Date
Preplanning Activities		
Planning		
Preparatory Activities		
Baseline-Year Evaluation		
First-Year Implementation		
Evaluation of First-Year Implementation		
Refinement/Renewal		

6. Budget

The task force will make a thorough cost analysis and will prepare a budget for each phase of the improvement process. Staff time and monies currently allocated to less critical activities will be allocated to the improvement activities. District funding will be secured to assure that the program will be planned and implemented properly in the first year and that it will not be curtailed or discontinued during the second year or thereafter for lack of funding.

	Budget for Each Phase			
	Planning	Preparation	First-Year Implementation	Refinement/ Renewal
Substitute teachers				
Summer employment				
Consultants				
Workshops, seminars, etc.				
Materials, tests, etc.				
Travel				
Other				

7. Improvement Goals

General goals are given that a school staff might set and try to attain during the first year of implementation if no baseline information is available for setting performance goals. The goals are organized according to the four purposes of a teacher-advisor program. Illustrative performance goals are indicated for the general goals. The goals that follow imply that test and other information will be available as outlined in Chapter 7 in connection with evaluation. A school might set other general goals and performance goals.

Goals Related to Promoting Educational Development

General Goal:

Each student, and accordingly the composite group of students in each grade, will have an appropriate educational program due to the personalized teacher advisement.

Performance Goals:

All six of Student A's courses will be appropriate. (A course is regarded as appropriate if the student attains his or her course goals and if the course takes into account the student's capability for learning, general interests, career goals, and learning styles.)

Eighty percent or more of the Grade 10 students will have appropriate educational programs.

General Goal:

Each student, and accordingly the composite group of students in each grade, will maintain an already high level of achievement and will raise a low level of achievement, as measured by standardized tests, criterion-referenced tests, or teacher grades.

Performance Goals:

Student A's achievement in social studies will equal or exceed the 50th percentile, as measured by a standardized achievement test.

Sixty percent or more of the Grade 8 class will achieve at or above the 50th percentile in social studies.

Student N will reach the minimum competency criterion for reading in Grade 6.

Eighty percent or more of the Grade 9 students will meet the minimum competency level in writing for high school graduation.

Student Y will earn an A in English.

The mean achievement of the Grade 12 students in English IV, as reflected by grade point average, will be at or above 2.8.

Goals Related to Promoting Personal and Social Development

General Goal:

Each student, and therefore the composite group of students in each grade, will develop a positive self-concept and favorable attitudes toward learning, school, and other students.

Performance Goals:

The academic self-concept rating of student D will be 3.2 or higher.

The mean rating of the academic self-concept of the Grade 7 students will be 3.1 or higher.

The attitude rating of student D toward learning will be 3.2 or higher.

The mean attitude rating of the Grade 11 students toward learning will be 3.3 or higher.

General Goal:

Each student, and accordingly the composite group of students in each grade, will attend school regularly, will graduate from high school, and will behave well so as not to be referred to a school official for disciplinary reasons or to be suspended from school.

Performance Goals:

Student C will attend school every day.

The average daily attendance will be 95 percent or higher.

Student D, a potential dropout, will continue in school from Grade 11 to Grade 12.

Ninety-two percent or more of the students will complete high school.

Student E will not be referred to the principal for disciplinary reasons.

The number of discipline referrals will decrease to 300 or less.

The number of suspensions will decrease to 15 or less.

Goals Related to Schoolwide and Districtwide Communication

General Goal:

Already effective schoolwide and districtwide communication among teachers of each school level and between teachers of two or more school levels will be maintained and new or improved communication will be developed.

Performance Goals:

The teachers of English and mathematics will meet twice during the year to discuss the improvement of their courses.

The middle school counselors and the high school counselors will meet twice during the year for the purpose of arranging Grade 9 advisors for the Grade 8 students.

Goals Related to Home-School-Community Relations

General Goal:

Already effective home-school-community relations will be maintained and new or improved relations will be developed.

Performance Goals:

Ninety-five percent or more of the parents will participate in scheduled conferences.

Twenty or more community organizations will provide career exploration activities at their sites.

8. Preparatory Activities

Teaching schedules and other time commitments will be arranged so that the task force members can meet at regularly scheduled times.

The task force will gain faculty, student, and parent commitment to implementing the teacher-advisor program.

The task force will aid the school staff in preparing to implement the teacher-advisor program by leading the study of part or all of the correlated WRISE materials used earlier as a preplanning activity, by arranging for the staff to visit schools that have exemplary practices, by making available to teachers materials from schools with operating programs, and by arranging for consultants to conduct inservice activities if necessary.

The preparatory activities will be arranged so that the teacher advisors can participate in activities individually, in groups, and/or as a total group.

Teachers and others involved in the preparation of teacher-advisor materials will be provided with the necessary time to accomplish these tasks.

The task force will prepare guidelines for advisors to use in conducting individual conferences and small-group advising sessions.

The task force will revise position descriptions of teachers and counselors as necessary to implement the teacher-advisor program.

The task force will invite students and parents to participate in relevant preparatory activities.

9. First-Year Implementation and Monitoring

Related to Educational and Personal and Social Development

Counselors will continue to work with students who have exceptional needs.

Students will be assigned to advisors according to procedures developed by the task force.

Teaching schedules of the teacher advisors will be arranged so that all teacher advisors can meet at a regularly scheduled time to plan and discuss their advising activities and to engage in ongoing staff development activities directed toward increasing their skills in individual and group advising. Counselors will participate in the staff development activities.

Teacher advisors' class schedules and students' schedules will be arranged to permit each teacher to meet with his or her advisees in group sessions and in individual conferences to carry out advising activities.

Each advisor will meet with his or her advisees and their parents, as a group, in order to explain the program to them.

Teacher advisors will conduct three or more individual conferences per semester with each advisee for the purpose of planning, monitoring, and evaluating the advisee's educational program. Parents will participate in two or more planning and evaluation conferences per year.

Teacher advisors will confer individually with their advisees regarding personal and social problems and will provide small-group instruction regarding personal and social development.

Each advisor will keep a log summarizing the results of each conference or other contact with each advisee, the parents, and the teachers of advisees.

Related to Schoolwide Communication

Advisors will meet regularly to discuss their progress and concerns regarding advising and to exchange information about their advisees.

Advisors will meet regularly to identify changes that are needed to meet the needs of their advisees with respect to course content, grading procedures, instructional media and materials, time allocated for instruction in the various courses, and similar matters.

Related to Home-School-Community Relations

The school newspaper and other media will be used to provide information about the teacher-advisor program.

Face-to-face communication, such as parents' night and parent participation in school activities, will be used to gain parental support and participation in the individual conferences and in other aspects of the teacher-advisor program.

Parents and advisors will keep one another informed of immediate concerns, scheduled conferences, group meetings, etc. by telephone.

Each advisor will provide parents in writing an indication of possible hours for parent-advisee-advisor conferences and will schedule these conferences.

With respect to monitoring first-year implementation, a task force member who is not responsible for evaluating teacher performance will carry out activities such as observing an advisor conducting individual conferences, examining records kept by the advisor regarding advisees, and observing group meetings of advisors for the purpose of aiding the advisors attain their improvement goals. If an advisor is experiencing difficulty and desires assistance, the task force member may provide it directly or have other school or district persons provide it.

The teacher advisors will communicate their progress and concerns to a designated task force member.

Parents and students will communicate their concerns, first to the student's advisor and then with the advisor to a designated task force member.

10. Evaluation

The purpose of the evaluation activities that follow is solely to improve advising, not to arrive at judgments that influence teachers' salaries or job security in any way. Accordingly, one or more task force members who are not responsible for evaluating teachers' performances will coordinate the activities. (Refer to Chapter 7 on evaluation if any of the substantive aspects of the activities that follow are not clear.) Evaluative information that is gathered and summarized one semester or year will be used to estimate the effectiveness of the current program and to plan improvements for the next semester or year.

Educational Development

Each teacher advisor in a conference with the advisee will examine the student's achievement based on letter grades, test results, etc., (a) to determine the extent to which the student achieved his/her course goals, (b) to ascertain the extent to which the student achieved as well as expected and (c) to judge whether all the courses were equally appropriate for the student in terms of his or her capability for learning, interests, career goals, learning styles, and other characteristics.

A task force member will gather information from the teacher advisors by a checklist or other means:

a. to estimate the extent to which the advisors were provided the needed information regarding their advisees and the school's curriculum to plan, monitor, and evaluate each advisee's educational program.

b. to ascertain the extent to which the facilities, materials, time schedules of advisors and advisees, parent participation in conferences, and other arrangements were worked out to facilitate the individual conferences and group sessions.

c. to determine the extent to which each student had an appropriate educational program. (Refer to the appropriate part of Chapter 2 for more information.)

d. to secure the teacher advisors' estimates of the extent to which their advisees attained their general and/or performance goals each semester.

A task force member will summarize the available standardized test scores, criterion-referenced test scores, letter grades, and other achievement indicators to estimate the extent to which the composite group of students in each grade attained the general goals and/or performance goals that were set for the year in each subject field.

Personal and Social Development

The task force will arrange for a self-concept inventory to be administered. The information will be summarized for the students of each grade in a manner analogous to the information on educational development.

The task force will arrange for an attitude inventory to be administered, and the information will be summarized in a manner analogous to the information on educational development.

The task force will summarize the school's records on absenteeism, tardiness, discipline referrals, suspensions, and dropouts. The summary information will be used to ascertain the extent to which the general goals and/or performance goals pertaining to individual students and to composite groups of students were attained.

Schoolwide Communication

The task force will arrange for gathering information by questionnaire or interview from teachers and other staff to ascertain the effectiveness of schoolwide communication.

Home-School-Community Relations

The task force will arrange for gathering information by questionnaire or interview from advisors, students, and parents to ascertain the effectiveness of home-school-community relations.

A task force member, assisted by designated faculty, will prepare an annual evaluation report for review by the teacher-advisor task force, the educational improvement committee, and the entire faculty.

The report will be prepared in such a manner that results cannot be related to individual students or to individual teachers.

11. Refinement/Renewal

The cycle of evaluation, goal-setting, planning, and implementing improvements to attain the goals will continue on an annual basis. Ineffective practices will be eliminated and effective practices will be maintained and strengthened. As the staff continues to engage in this cycle of activities and as more sophisticated staff development continues, the school will strengthen its improvement capability and will experience renewal as a social organization.

Aids for Using Correlated WRISE Materials

Review the section of Chapter 1 in this manual on ways of using the material.

Study each synopsis that follows for your own review.

Present the synopsis orally to the inservice group immediately before they study the material.

TEXTBOOK CHAPTER SYNOPSIS

Four functions of teacher-advisor programs are explained: enhancing educational development, promoting personal-social development, increasing schoolwide communication, and improving home-school-community relations. Four alternative organizations for advising are described and are related to achieving the purposes of advisor programs. Finally, basic issues which must be addressed by a school staff before implementing a teacher-advisor program are identified.

FILMSTRIP CONTENT SYNOPSIS

FRAMES

1-21	Secondary school students indicate the benefits they receive by attending schools with teacher-advisor programs. The four functions of teacher-advisor programs are introduced: enhancing educational development increasing schoolwide communication improving home-school-community relations enhancing the student's personal and social development
22-42	The advisory arrangements at Wilde Lake High School, Columbia, Maryland, are depicted. The function of educational advisement is emphasized. To see how Wilde Lake's program operates, the planning of a student's total educational program is shown.
43-63	The teacher-advisor program at Irvine High School, Irvine, California, is shown to illustrate the function of increasing schoolwide communication. Irvine's teacher-advisor program illustrates how a large school can meet the needs of students in a personalized way.
64-78	The function of improving home-school-community relations is depicted at Coolidge Junior High School, Phoenix, Illinois.
79-112	Scenes from Webster Transitional School in Cedarburg, Wisconsin, show how teacher-advisor programs assist in the personal and social development of students. The four functions of teacher-advisor programs are summarized, and questions which need to be answered before implementing a teacher-advisor program are raised.
113-122	Summary, closing frames, and credits.

AUDIOCASSETTE CONTENT SYNOPSIS

SIDE A/Segment 1: "Experiences of Webster Transitional School with Teacher-Advisor Programs" (TIME: 12 minutes).

A counselor and a teacher at Webster Transitional School, a suburban middle school in Cedarburg, Wisconsin, first explain the general characteristics of the teacher-advisor program in their school. Particular attention is paid to enhancing the personal and social development of each student. The representatives then describe the procedures that were followed at Webster during the initial implementation of their program.

SIDE A/Segment 2: "Experiences of Coolidge Junior High School with Teacher-Advisor Programs" (TIME: 11 minutes).

Two teachers from Coolidge Junior High School, located near Chicago, describe their school's teacher-advisor program, particularly as it relates to the improvement of home-school-community relations. The representatives also explain the steps that were followed during the planning process leading to the implementation of their program.

SIDE B/Segment 1: "Experiences of Wilde Lake High School with Teacher-Advisor Programs" (TIME: 12 minutes).

A teacher from Wilde Lake High School, Columbia, Maryland, describes the operation of the teacher-advisor program in that school. The teacher explains the teacher-advisor program as an integral part of the school's efforts to provide a complete educational program to meet the needs of each individual student.

SIDE B/Segment 2: "Experiences of Irvine High School with Teacher-Advisor Programs" (TIME: 12 minutes).

A teacher from Irvine High School, Irvine, California, explains the characteristics of the teacher-advisor program in this large comprehensive senior high school. Although the program at Irvine addresses all the major functions of advisor programs, attention is paid to the improvement of schoolwide communication. There is also a discussion concerning the initial implementation process at Irvine.

Chapter 11

HOME-SCHOOL-COMMUNITY RELATIONS

John C. Daresh

Effective schools have established good working relations between the school and the home and also between the school and the larger surrounding community. Individual teachers, counselors, and administrators play an important role in this area as they engage in frequent contacts with parents and other citizens. In addition, the entire staff works together in developing a systematic and comprehensive program to channel the interests and concerns of parents and citizens in a way that will benefit the school's improvement efforts. The entire staff is also involved in improving two-way communication between the school and its surrounding community and in increasing the opportunities for members of the community to share their expertise in enriching the school's educational practices. In fact, all of the components of the design for the renewal and improvement of secondary education require a mutually supportive program of home-school-community relations as is implied in the comprehensive and enabling objectives of the design.

Design Objectives

Comprehensive Objective:

Effective communication and cooperative educational efforts between the school and the community are carried out as part of a program of home-school-community relations.

Illustrative Enabling Objectives:

A comprehensive program of home-school-community relations:

Is formulated and monitored by a school committee composed of representative school staff, parents, and students.

Provides for frequent and effective communication between the school and community.

Encourages the school staff to participate in the analysis of the home and neighborhood conditions of their students.

Encourages parents and other community persons to participate in in-school educational activities and to provide suggestions to aid in decision making.

Involves parents in planning the individual educational program of their child.

Provides for student progress to be reported to parents regularly and effectively.

Preplanning activities, a prototypic plan for improving home-school-community relations, and aids for using the WRISE material in an inservice program follow. Chapter 1 provides the background information that is essential for the effective use of the ideas in this chapter. A most important consideration is that since each school has its own unique culture, it must adapt the ideas throughout this chapter to fit its own situation.

Preplanning Activities

The activities assume that the school has not established a schoolwide improvement committee. Therefore, the principal exercises much initiative throughout the preplanning phase.

The principal, after securing central office and school board support to proceed with preplanning activities, makes a commitment (a) to lead the improvement of the school's practices with respect to home-school-community relations, or (b) to delegate the leadership to another member of the school staff while yet fully understanding and supporting the program.

The principal involves key faculty members in assessing the school's current practices regarding home-school-community relations and in assessing the school's readiness for changing current practices.

The principal, along with interested counselors, teachers, and parents, forms a task force on home-school-community relations. The task force includes the principal or other members of the administrative team, a counselor and/or a learning coordinator, representative teachers, parents, and other community members. Others may volunteer to become task force members. The task force also considers when to involve students.

All members of the task force gain a complete understanding of the WRISE concepts and practices related to home-school-community relations. The task force, as a group:

Studies textbook Chapter 11, "Home-School-Community Relations."

Studies other correlated materials on "Individual Educational Programming," "Teacher-Advisor Programs," and "Administrative Arrangements and Processes."

The task force, with input to and from the faculty, informally assesses their school's present situation, identifies how improvements in the school's approach to home-school-community relations will contribute to improving the school's educative processes, outlines possible means of implementing improvements in the home-school-community relations program, and determines the kind of inservice education that will be needed.

The task force estimates the costs of preparing for and implementing improvements in the home-school-community relations program. Task force members confer with district officials who indicate the district's support of the program.

Summary of a Prototypic Plan

1. Title of Program

Home-School-Community Relations.

2. Percent of Students and Grades Involved

One hundred percent of the staff and students will be involved to some extent in the program. Students may be less directly involved than staff. Parents and other citizens will also be involved.

3. Persons Who Will Plan, Coordinate and Evaluate the Program

A task force on home-school-community relations, consisting of the principal and other members of the administrative team, a guidance counselor, teachers, and at least one parent representative of each grade level in the school.

4. Persons Who Will Implement the Program

All teachers, all counselors, all administrators.

5. Time Schedule

The task force will prepare a time schedule to facilitate the wise use of staff time, to communicate expectations, and to monitor progress. The beginning and ending of some phases of the improvement process will overlap, e.g., some preparatory activities will be started before the planning process is completed.

	Starting Date	Ending Date
Preplanning Activities	______	______
Planning	______	______
Preparatory Activities	______	______
Baseline-Year Evaluation	______	______
First-Year Implementation	______	______
Evaluation of First-Year Implementation	______	______
Refinement/Renewal	______	

6. Budget

The task force will make a thorough cost analysis and will prepare a budget for each phase of the improvement process. Staff time and monies currently allocated to less critical activities will be allocated to the improvement activities. District funding will be committed to assure that the program will be planned and implemented properly in the first year and that it will not be curtailed or discontinued during the second year or thereafter for lack of funding.

	Budget for Each Phase			
	Planning	Preparation	First-Year Implementation	Refinement/ Renewal
Substitute teachers				
Summer employment				
Consultants				
Workshops, seminars, etc.				
Materials, tests, etc.				
Travel				
Other				

7. Improvement Goals

General goals are given and are followed with illustrative performance goals. The performance goals presume that quantitative and/or qualitative information will be gathered on an annual basis.

General Goal:

School staff, parents, and other citizens will have opportunities to participate in the school's decision-making processes pertaining to home-school-community relations.

Performance Goals:

Eighty percent or more of the parents will indicate that they are satisfied with the amount of involvement that they have in the school's decision-making processes, as measured by an opinionaire sent home to all parents at the end of the school year.

Eighty-five percent or more of the staff will indicate that they are satisfied with their level of involvement in making decisions as indicated by a Decision Involvement Analysis instrument.

General Goal:

Effective methods of two-way communication between the school and its community will be established and maintained.

Performance Goals:

Seventy percent or more of the parents will attend the school's open houses.

Eighty percent or more of the parents will participate in parent-teacher-student conferences each semester.

Every parent will be contacted personally at least once each school year by a member of the school staff as a way to present information to the parent about his/her child's academic progress, as well as to listen to concerns by parents related to the school's total educational program.

General Goal:

Community representatives will be invited to serve as resource persons to enrich the total educational program of the school; at the same time, the school will send its students into the community for programs of experiential learning and career education.

Performance Goals:

Each classroom or grade level will invite a community representative into the school to serve as resource person at least once per semester.

Sixty-five percent or more of the Grade 11 and Grade 12 students involved in community experiential learning activities will be placed in their first choice of settings.

8. Preparatory Activities

Task force members' schedules and other time commitments will be arranged so that they can meet at regularly scheduled times.

The task force will gain faculty, parent, and community commitment for implementing its home-school-community relations improvement effort.

The task force will aid the school staff in preparing to implement the home-school-community relations improvement effort by leading the study of part or all of the correlated WRISE materials that the task force used earlier as a preplanning activity, arranging for the staff and representative parents and community members to visit other schools and school districts that have exemplary practices, making available to staff, parents, and other citizens materials from schools and districts with operating programs, and arranging for other inservice activities.

The task force will invite students and additional interested parents and community representatives to participate in relevant preparatory activities.

9. First-Year Implementation and Monitoring

The principal or another qualified task force member will interview selected parents and community representatives to determine their perceptions regarding the effectiveness of the current state of home-school-community relations.

The principal or another qualified task force member will distribute and analyze questionnaires to a cross-section of the community to assess levels of confidence in local public schools.

Periodic information concerning the progress of the home-school-community relations improvement effort will be made available to parents and the public in general through the use of district-wide mailings and open houses at the schools of the district.

10. Evaluation

The purpose of the evaluation activities that follow is solely to improve home-school-community relations. It is not to arrive at judgments that influence teachers' or administrators' salaries or job security in any way. Accordingly, one or more task force members will coordinate the activities. (Refer to Chapter 7 if any of the substantive aspects of the activities that follow are not clear.) Evaluation information that is gathered and summarized one year will be used to estimate the effectiveness of the current program and to plan improvements for the next year.

Ensuring that parents and other community members participate in making decisions regarding home-school-community relations.

A task force member will periodically interview a small sample of parents and other citizens to determine the extent to which these groups believe that they are being involved sufficiently in the ongoing decision-making processes of the school.

A task force member will prepare and distribute an opinionaire to a large sample of citizens to ascertain their overall level of satisfaction regarding their involvement in decision making.

Ensuring that opportunities for effective two-way communication between the school and its community are fostered.

A questionnaire will be sent to the parents of all students annually to determine the extent to which they are aware of the activities and issues in their school, and whether or not they feel that they have had adequate opportunity to voice their concerns about issues of importance to them.

Task force members will conduct interviews with parents and other citizens regarding community and neighborhood conditions to determine if there is a sharing of issues and concerns of mutual interest between the school and its community.

Determining the extent to which community resources are used to enrich the total educational program of the school.

A task force member will document the participation of all guest speakers and resource persons invited to the school throughout the year.

A task force member will develop a form to be used by teachers who invite guest speakers and resource persons to their classes to assess the quality, usefulness, and appropriateness of the resource person. A task force member will be responsible for collecting, analyzing and storing these assessment forms for future reference.

A task force member will prepare an assessment form to be used by students who participate in approved community work and learning experiences, and another for the community members who work with these students, to evaluate the quality of the experiences.

Determining the effects of improvement activities related to home-school-community relations.

A task force member will prepare an annual evaluation report for review by the task force on home-school-community relations, the school's educational improvement committee, the entire faculty, and each parent/community group such as a parent-teacher-student association or a superintendent's community advisory panel. Information presented in the annual report will be used to improve home-school-community relations during the following year. The report will be prepared in such a manner that the results pertaining to any individual cannot be identified.

11. Refinement/Renewal

The cycle of evaluation, goal setting, planning, and implementation will continue on an annual basis. Ineffective practices and activities will be discontinued while effective practices and activities will be maintained and strengthened. As the staff, parents, and community continue to engage in this cycle of activities and as more sophisticated staff development continues, the school will refine its capability for improving the education of its students and will experience renewal as a social organization.

Aids for Using Correlated WRISE Materials

Review the section of Chapter 1 of this manual on ways of using the material.

Study the synopsis that follows for your own review.

TEXTBOOK CHAPTER SYNOPSIS

In this chapter, the importance of home-school-community relations is shown through a brief review of relevant literature and research. Second, assumptions concerning home-school-community relations and aims based on these assumptions are listed and explained. Next, the ways in which these aims are addressed in a senior high school, a junior high school, a middle school, and a large urban school district are described. Finally, relationships between home-school-community relations and other components of the design for the improvement of secondary education are traced.

(There is no filmstrip or school experiences audiocassette.)

Chapter 12

SUPPORT ARRANGEMENTS

John C. Daresh

Effective secondary schools secure district support before making large changes in their instructional, curricular, organizational, administrative, and advising practices. They continue to identify support arrangements both within and outside the school to enable them to keep effective practices going.

As suggested by the comprehensive and enabling objectives of the design, any significant improvement effort requires continuing support.

Design Objectives

Comprehensive Objective:

The environment for learning and instruction in the school and for work and other educative experiences in the community is enriched through the intellectual, technical, and material support provided by school and school district groups, and by external groups, such as the state education agency, intermediate agencies, teacher education agencies, and professional education associations.

Illustrative Enabling Objectives:

The school district and local school make provisions for:

The Educational Improvement Committee, or other group, to meet weekly during school hours to plan and carry out its activities.

Each teaching team, or other group, to have a common time for carrying out their preparation, planning, evaluation, and other group activities.

Each advisor to meet regularly with his or her advisee group and individual advisees.

Teachers to receive assistance in carrying out their educational improvement activities.

The state education agency takes initiative with local school districts for activities such as:

Developing strategies for stimulating the educational improvement activities of local schools.

Providing financial and technical support to local schools in carrying out their educational improvement activities.

Encouraging job descriptions to be changed, if necessary, to enable teachers to participate in student advisement and in educational improvement activities.

Reviewing and changing the licensing requirements of currently licensed educational personnel and developing new licensing programs to meet changing societal conditions and related demands on education.

Teacher education institutions, working cooperatively with local schools and the state education agency, take initiative for activities such as:

Evaluating their programs to prepare administrators, counselors, teachers, and other educational personnel; revising existing programs; and developing new programs to meet changing societal conditions and related demands on education.

Developing and offering credit and noncredit courses designed to meet the needs of prospective personnel and inservice personnel to participate effectively in educational improvement activities.

Arranging with local schools for cooperative preparation of student teachers and interns.

Professional education associations at the local, state, and national levels take initiative for activities such as:

Providing leadership to their members in carrying out educational improvement activities.

Identifying and publicizing local schools that demonstrate educational improvement.

Encouraging the adoption of contract provisions which facilitate educational improvement.

Preplanning activities, a prototypic plan for improving support arrangements, and suggestions for using the WRISE material in an inservice program follow. Chapter 1 provides the background information that is essential for the effective use of the ideas in this chapter. A most important consideration is that since each school has its own unique culture, it must adapt the ideas throughout this chapter to fit its own situation.

Preplanning Activities

The activities that follow make an important assumption that differs from other chapters in this manual. It is assumed that the school has established a schoolwide improvement committee. In addition, it is assumed the principal exercises much initiative throughout the preplanning phase.

The principal secures central office and school board support to proceed with preplanning activities and makes a commitment to lead the improvement of the school's support arrangements.

The principal involves key faculty members in assessing the extent to which the school and school district have already established the support arrangement implied in the comprehensive and illustrative enabling objectives listed at the beginning of this chapter. This same group also examines the current status of the support provided by other agencies outside of the school, such as local universities, the state education agency, and professional associations.

The principal, along with interested counselors, teachers, and parents forms a task force on support arrangements. The task force includes the principal or other members of the administative team, a counselor and/or a learning coordinator, and representative teachers. The task force also considers when to involve students and parents.

All members of the task force gain a complete understanding of the WRISE concepts and practices related to support arrangements. The task force as a group:

Reads textbook Chapter 12, "Support Arrangements."

(There is no filmstrip or school experiences audiocassette.)

The task force, with input to and from the faculty, informally assesses their school's present situation, identifies how additional support arrangements will contribute to improving the school's educative processes, outlines possible means of broadening the support arrangements, and determines the kind of inservice education that will be needed.

The task force estimates the costs of increasing the school's support arrangements. Task force members confer with district officials who indicate the district's support of the program.

Summary of a Prototypic Plan

1. Title of Program

Support Arrangements.

2. Percent of Students and Grades Involved

This improvement activity will directly or indirectly involve all staff and many students, parents, and other citizens.

3. Persons Who Will Plan, Coordinate and Evaluate the Program

A task force on support arrangements consisting of the principal and other members of the administrative team, a guidance counselor, and teachers. These persons will be selected from the school's Educational Improvement Committee.

4. Persons Who Will Implement the Program

All teachers, all counselors, all administrators will be involved at some time during the school year.

5. Time Schedule

The task force will prepare a time schedule to facilitate the wise use of staff time, to communicate expectations, and to monitor progress. The beginning and ending of some phases of increasing the school's support arrangements will overlap, e.g., some preparatory activities will be started before the planning process is completed.

	Starting Date	Ending Date
Preplanning Activities		
Planning		
Preparatory Activities		
Baseline-Year Evaluation		
First-Year Implementation		
Evaluation of First-Year Implementation		
Refinement/Renewal		

6. Budget

The task force will make a thorough cost analysis and will prepare a budget for each phase of increasing the school's support arrangements. Staff time and monies currently allocated to less critical activities will be re-allocated to the this activity.

	Budget for Each Phase			
	Planning	Preparation	First-Year Implementation	Refinement/ Renewal
Substitute teachers				
Summer employment				
Consultants				
Workshops, seminars, etc.				
Materials, tests, etc.				
Travel				
Other				

7. Improvement Goals

General goals are given and are followed by illustrative performance goals. The performance goals presume that information will be collected annually to assess the effectiveness of the administrative arrangements. Other comprehensive and performance goals might be set by a school.

General Goal:

The school district and the local school will make provisions for the Educational Improvement Committee to meet during school hours to conduct their committee work.

Performance Goal:

The annual master schedule will provide two hours of common time per week for the Educational Improvement Committee to meet.

General Goal:

The state education agency and the school district will provide financial and technical support to local schools in carrying out their educational improvement activities.

Performance Goals:

Representatives of the state education agency, the school administration, and the district administration will meet twice annually to review the Educational Improvement Committee plans and budget.

Representatives of the school district will meet twice annually with the Educational Improvement Committee to develop a district budget supporting the planned improvements.

General Goal:

Universities will consult with the local schools regarding their inservice needs and will provide noncredit and credit programs to the schools:

Performance Goals:

University A will provide consultation to School B regarding the implementation of its teacher-advisor program.

University A will provide two noncredit, half-day workshops to aid Schools A, B, and C implement a writing skills program.

University A will offer a three-credit course dealing with strategies for planning educational programs for individual students. The district will pay the tuition for its staff to enroll in the course.

8. Preparatory Activities

Task force members' schedules and other time commitments will be arranged so that they can meet at regularly scheduled times.

The task force will gain faculty, student, and parent commitment for identifying and maintaining support arrangements.

The task force will assist the school staff in preparing to increase support arrangements by studying part or all of the correlated WRISE materials that the task force used earlier as a preplanning activity, by arranging for the staff to visit schools that have exemplary practices, by making available materials from schools with exemplary support arrangements, and by arranging for consultants to conduct inservice activities if necessary.

The task force will invite representatives of the state education agency, teacher education institutions, and professional education associations to discuss and work out collaborative support arrangements.

9. First-Year Implementation and Monitoring

The principal or another qualified task force member will interview selected staff from the school to determine specific ways in which changes might be made within the school (i.e., modifications in bell schedules, teacher planning periods, etc.) to facilitate the planning and carrying out of educational improvement activities.

The principal or another qualified task force member will ask school staff members to indicate ways in which technical or financial assistance from agencies external to the local school would be desirable in promoting and supporting improvement activities throughout the following year.

Information concerning the progress of developing needed support arrangements will be made available to all teachers, counselors, and administrators.

10. Evaluation

The purpose of the evaluation activities that follow is solely to improve support arrangements, not to arrive at judgments that influence teachers' or administrators' salaries or job security in any way. Accordingly, one or more task force members will coordinate the activities. (Refer to Chapter 7 if any of the substantive aspects of the activities that follow are not clear.) Evaluation information that is gathered and summarized one year will be used to estimate the effectiveness of the current program and to plan improvements for the next year.

Determining the effectiveness of modifications made internally to support improvement activities.

The educational improvement committee as a whole, a task force on support arrangements, or a single member of the task force will examine the impact of changes made within the school during the past year as a way to strengthen the school's approach to securing support of its improvement activities. For example, if there has been an attempt to find common planning times for all the teachers of an instructional team or unit, evaluation will be based on the extent to which team members believe that they were able to work more productively as a result of the common planning time.

Determining the impact of collaborative arrangements made between the individual school and external agencies such as the state education agency, teacher education institutions, or regional professional associations.

A member of the educational improvement committee or the special task force on support arrangements will work with one or more representatives of each of the external groups with which the local school is collaborating to determine whether or not relationships should be modified, discontinued, or kept the same in the future. This assessment will be based on the perceptions of individual representatives of each collaborative group, or on the collective perceptions of a selected sample of persons from each agency.

NOTE: The nature of this improvement component related to support arrangements is such that educational improvement committee members and other staff members should not expect to see dramatic improvements in student outcomes in a very short period of time, for example, after a nearby college begins to offer credit courses to teachers in the school. The essential notion of this component is that long-term and ongoing arrangements need to be worked out between the local school and its district, the state education agency, and so forth. Immediately observable results such as the type one might view after implementing instructional programming for the individual student may not be apparent. Staff members are cautioned not to become discouraged when such results are not observed. Instead, the ultimate criterion against which success in this area might be measured is found in a few years when a given improvement activity is still in place or has been strengthened over time.

11. Refinement/Renewal

The cycle of evaluation, goal setting, planning, and implementation will continue on an annual basis. Ineffective practices and activities will be discontinued while effective practices and activities will be maintained and strengthened. As the staff continues to engage in this cycle of activities and as more sophisticated staff development continues, the school will refine its improvement capability and will experience renewal as a social organization.

Aids for Using Correlated WRISE Materials

Review the section of Chapter 1 of this manual on ways of using the material.

Study the synopsis that follows for your own review.

TEXTBOOK CHAPTER SYNOPSIS

In this chapter, support arrangements for local secondary school improvement are explained. First, the need for such arrangements is described in some detail. Next, the nature of important supportive factors is explained. These factors include providing sufficient time and other resources, leading effective inservice and staff development activities, and developing increased staff collegiality through increases in shared decision making. The chapter concludes with examples of two secondary schools which have made internal organizational changes to facilitate educational improvement, and two state education agencies which have taken the initiative for providing ongoing technical assistance to local schools.

(There is no filmstrip or school experiences audiocassette.)

Chapter 13

RESEARCH AND DEVELOPMENT

Herbert J. Klausmeier

Our purpose here is not to provide implementation suggestions of the same kind that were given in the prior chapters. Rather, categories of research are described to aid members of a school staff in deciding the kind of research they will conduct independently and the kind they will invite others to do. Familiarity with these major categories of research enables a school staff to gain a more thorough understanding of the comprehensive and enabling objectives of the design pertaining to research and development.

Comprehensive Objective:

Knowledge is extended regarding learning, instruction, school structures and processes, and other factors related to schooling through research and development conducted by school personnel and cooperating individuals and agencies.

Illustrative Enabling Objectives:

The school staff:

Develops the capability for carrying out its own evaluative research and related improvement activities.

Participates with district personnel and other individuals and agencies in research and development specifically directed toward educational improvement in its school.

Participates with individuals and agencies in research directed toward extending knowledge concerning schooling and the educative process.

Locally Conducted Evaluative Research

In Chapter 7 of the book, the method that five local schools followed in annually conducting their own improvement-oriented educational research was explained. This method was employed in connection with the implementation of the goal-setting strategy for composite groups of students. The steps are as follows:

1. During a planning period, identify the purposes of gathering the evaluative information, the areas to be evaluated, the composite student groups to be included, the information gathering tools and procedures, the means of analyzing and summarizing the information, the kinds of evaluation judgments to be made, and the kinds of actions to be taken based on the judgments.

2. Gather, process, summarize, and interpret the information regarding each area of interest for each composite student group. This first year is the baseline year. For example, the Grade 9, Grade 10, Grade 11, and Grade 12 groups of the first year are the baseline groups for each later year. The outcomes for the grade groups of each later year are compared with those of the groups of the baseline year.

3. Based upon the interpretation of the data, set goals in the areas of interest for each group of students that continues to a higher grade and for the group that comes into each grade.

4. Develop an improvement plan, including the activities for achieving the goals.

5. Carry out the activities and monitor progress toward achieving the goals.

6. Gather, process, and summarize the information during the next year.

7. Determine the extent to which the goals for each composite group of students were attained.

8. Evaluate the improvement activities that were carried out in terms of their effectiveness.

9. Summarize and synthesize the evaluative results for all the composite groups and all the areas involved.

10. Continue the cycle of evaluation, goal setting, planning, monitoring progress, and evaluation each year, making refinements in the goal-setting strategy and related practices as appropriate.

The preceding method is applicable to any area of interest, such as improving student achievement in one or more subject fields at each grade level, reducing the percentage of students of each grade who do not meet the minimum competency criteria, increasing average daily attendance, and encouraging the development of more positive self-concepts. With minor modification in the content, the steps can be applied in conducting research on administrative, advising, curriculum development, community participation, and other school processes.

Schools typically analyze and summarize their evaluative data each year. However, they examine the summary results across the years to identify trends. The schools also follow each student longitudinally from the time of entering the school until completing the last grade of school. In Chapter 13 of the book, I reported my analysis of the data that five schools gathered on approximately 4200 students across three or four years. One analysis was for each later grade with each earlier grade, i.e., Year 1 Grade 7 with Year 2 Grade 7, Year 1 Grade 7 with Year 3 Grade 7, Year 2 Grade 7 with Year 3 Grade 7, etc. This analysis was made of all the groups of each grade for all the years simultaneously, rather than comparing only two years at a time. Similarly, I analyzed the longitudinal data for each group of longitudinal students and then compared the means of two or more successive longitudinal groups. My analysis permitted me to draw conclusions of general interest to secondary education with greater validity than could have been done by simply examining each participating school's summary information from year to year.

Most schools do not have the human and material resources to perform the analyses that I did. However, any school that conducts its own evaluative research should invite an interested university professor or other person to perform any analyses that the person and the school agree upon. The person who participates during the planning year should be able to provide many useful suggestions to the school.

Categories of Research Methods

I call the preceding kind of research improvement-oriented research, whether conducted by the school independently or cooperatively with an external agent or group. Other persons call it a form of practical research. Both improvement-oriented and practical research are methods of scientific inquiry. They call for a clearly stated question, a sound evaluation design as described earlier, careful data collection, appropriate data analysis, and the drawing of conclusions in line with the data.

The practical method is the most fruitful one for assuring that the results of the research, positive or negative, will be understood and used by the school. However, schools can employ other methods and they can cooperate with persons in conducting research in their school. The practical method and four other methods that potentially gain results that are usable by the participating school(s) follow.

PRACTICAL METHOD

Objective: To solve problems of learning and teaching, counseling, or other processes using procedures such as (a) developing and testing new instructional materials or methods, and (b) identifying and testing new or refined applications of models and principles of learning, development, instruction, or evaluation.

Examples

A mathematics program with record keeping and testing done by micro-computer is developed, put into practice, and evaluated.

A program whereby both Spanish- and English-speaking students receive part of their instruction in Spanish and part in English is worked out and evaluated.

An arrangement whereby each high school teacher serves as an advisor to 15 to 20 students is planned, put into practice, and tested.

DESCRIPTIVE METHOD

Objective: To describe a situation, event, or area of interest accurately.

Examples

Observations are made of the proportion of the time allocated for instruction that students actually spend on learning tasks.

Questionnaires are administered to students of high reading achievement and are followed with face-to-face interviews to identify the learning strategies that they use to comprehend what they read.

An opinion survey is conducted to identify the perceptions of parents regarding the importance of education to success.

CORRELATIONAL METHOD

Objective: To identify the extent to which two or more characteristics of the same individuals are related. The relationship, or correlation, may be positive, such as between height and weight, or negative, such as between driving speed and safety.

Examples

The reading achievement of students is correlated with their achievement in other subject fields.

Measures of students' hypothesized learning abilities are correlated and the obtained correlations are then factor analyzed to identify the abilities.

The test scores of students at the beginning of a course are correlated with their scores at the end of the course to determine the relationship between the students' entering achievement levels and their final achievement levels.

EXPERIMENTAL AND QUASI-EXPERIMENTAL METHODS

Objective: To identify cause-and-effect relationships by conducting experiments in which one or more experimental groups receive one or more treatments that one or more control groups do not receive.

Examples

An experiment is conducted with students of Grades 6, 7, and 8 to determine the effectiveness of teaching reading in a new clearly described way (to the experimental groups) in comparison with the current clearly described way (to the control groups).

An experiment is carried out to determine whether requiring students of high, average, and low ability to achieve a mastery criterion of 90% correct on their tests in order to progress from one unit to the next has the same effect on the attitudes of all three ability groups as does permitting the students to move ahead when the teacher judges that the students have learned as much as can be expected within a reasonable amount of time spent on each unit.

An experiment is conducted to determine the extent to which the speed of learning concepts can be accelerated through use of a clearly specified instructional procedure.

Many studies employing the preceding methods are being conducted in secondary schools by educational researchers and school staffs. Educational researchers are properly trying to arrive at generalizations that can be applied across many schools of similar characteristics, whereas the practitioners are strongly concerned with finding ways of solving problems in their own schools. It is probable that as more schools find means of solving their own problems, more generalizations across schools of similar characteristics will be generated.

REFERENCES

Klausmeier, H. J. *Usability and Effectiveness of a Program for the Renewal and Improvement of Secondary Education in Local School and University Settings: A Summative Evaluation*. Madison: Wisconsin Center for Education Research, 1982.

Klausmeier, H. J., Serlin, R. C., & Zindler, M. C. *Improvement of Secondary Education Through Research: Five Longitudinal Case Studies* (Program Report No. 83-12). Madison: Wisconsin Center for Education Research, 1983.

APPENDIX A

DESIRABILITY OF THE COMPREHENSIVE AND ENABLING OBJECTIVES: WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION.

DESIRABILITY OF THE COMPREHENSIVE AND ENABLING OBJECTIVES:

WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION

Complete the identifying information by checking your position:

______ Teacher	______ Principal	______ Professor
______ Counselor	______ District Official	______ Other

Directions: Many recommendations have been made to improve secondary education. The recommendations of the Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISE) are in the form of ten comprehensive objectives and a related set of enabling objectives for each comprehensive objective. The objectives are not prescriptive. Rather, each set of comprehensive and illustrative enabling objectives indicates possible directions for a school staff to consider when starting or refining their school's educational improvement efforts. Please rate the comprehensive and enabling objectives in terms of their indicating a desirable direction for a school's educational improvement efforts.

Please respond to every question. Use the following descriptive information in arriving at your ratings:

Desirability Scale

A--Highly Desirable	Implementing this objective would result in great improvement of secondary education.
B--Desirable	Implementing this objective would result in some improvement of secondary education.
C--Somewhat Desirable	Implementing this objective would result in improvement rather than deterioration of secondary education.
D--Somewhat Undesirable	Implementing this objective would result in deterioration rather than in improvement of secondary education.
E--Undesirable	Implementing this objective would result in some deterioration of secondary education.
F--Highly Undesirable	Implementing this objective would result in great deterioration of secondary education.

Scale constructed by Professor Herbert J. Klausmeier, Director, Wisconsin Program for the Renewal and Improvement of Secondary Education, with review by Professors John C. Daresh, James M. Lipham, and persons participating in the field test.

Center Contract No. OB-NIE-G-78-0117

Wisconsin Center for Education Research

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A. Highly Desirable	D. Somewhat Undesirable
B. Desirable	E. Undesirable
C. Somewhat Undesirable	F. Highly Undesirable

COMPONENT 1: EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT

COMPREHENSIVE OBJECTIVE 1a:

____ 1a An individual educational program of course work and other activities is arranged for each student each semester that satisfies the student's developmental needs and characteristics and that also meets district and state requirements.

ILLUSTRATIVE ENABLING OBJECTIVES:

Each student's individual educational program which includes all courses and other activities:

____ 1.1 Is planned each semester or year by the student and the student's advisor.

____ 1.2 Takes into account the student's aptitudes for learning different subject matters, interests, motivation, learning styles, career goals, and other personal and social characteristics.

____ 1.3 Provides for experiential learning, including work experience in the community, for students who will benefit from it.

____ 1.4 Is monitored cooperatively by the student and the student's advisor throughout the semester.

____ 1.5 Is changed as necessary during the semester to assure high quality education for the student.

COMPREHENSIVE OBJECTIVE 1b:

____ 1b An individual instructional program that takes into account the student's aptitudes, interests, motivation, learning styles, career goals, and other personal and social characteristics is arranged for the student in each course and other activity that is part of the student's total educational program.

ILLUSTRATIVE ENABLING OBJECTIVES:

The instructional program of the student:

____ 1.6 Is planned by the student and the teacher of the course at the beginning of the course.

____ 1.7 Includes course and unit objectives that are appropriate for the student in terms of the student's aptitude, entering achievement level, and career goals.

____ 1.8 Provides an appropriate amount of time in class and during or outside school hours to suit the student's rate of achieving his or her objectives in the course.

____ 1.9 Provides for appropriate individual attention by the teacher to take into account the student's motivation and other personal characteristics.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A. Highly Desirable
B. Desirable
C. Somewhat Undesirable
D. Somewhat Undesirable
E. Undesirable
F. Highly Undesirable

____ 1.10 Provides for an appropriate amount of teacher-directed individual, pair, small-group, and large-group activity to take into account the student's need for structure and preferences for modes of instruction.

____ 1.11 Provides for an appropriate amount of student-initiated individual, pair, small-group, and large-group activity to take into account the student's need for independence and preferences for modes of instruction.

____ 1.12 Provides for appropriate use of printed materials, audiovisual materials, and direct experiencing to take into account the student's preferred styles of learning--visual, auditory, tactual, or kinesthetic.

COMPONENT 2: CURRICULAR ARRANGEMENTS

COMPREHENSIVE OBJECTIVE:

The curriculum is structured to meet state and district requirements but it can be adapted by the school and individual teachers to take into account the differing educational needs of students.

ILLUSTRATIVE ENABLING OBJECTIVES:

The curriculum, including the required courses, or competencies, and the amount of time allocated for instruction in each course, is arranged to promote effective learning in the following areas:

____ 2.1 Communication skills, including reading, writing, speaking, and listening.

____ 2.2 Mathematical concepts and skills.

____ 2.3 Scientific and technological concepts and skills, including computer technology.

____ 2.4 Social science concepts and skills.

____ 2.5 The expressive and performing arts, including aesthetics, art, dance, drama, and music.

____ 2.6 Foreign languages.

____ 2.7 Career education, including awareness, exploration, and preparation.

____ 2.8 Health education, both physical and mental.

____ 2.9 Family and home membership.

____ 2.10 Leisure education, including crafts, clubs, and extracurricular activities.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A. Highly Desirable
B. Desirable
C. Somewhat Undesirable
D. Somewhat Undesirable
E. Undesirable
F. Highly Undesirable

Related to the preceding areas, curriculum committees, groups of teachers, and individual teachers:

____ 2.11 Identify or prepare content outlines, organized in the form of taxonomies, other hierarchies, or topical outlines.

____ 2.12 Identify or formulate program, course, and unit objectives.

____ 2.13 Identify or prepare resource units and other materials for teacher use.

____ 2.14 Identify or prepare instructional materials for student use.

____ 2.15 Prepare learning guides that the students and the teacher use at the beginning of each course in planning each student's instructional program.

COMPONENT 3: CAREER EDUCATION AND EXPERIENTIAL LEARNING

COMPREHENSIVE OBJECTIVE:

Career education is arranged for all students; experiential learning activities and work experience in the community are arranged for each student who can profit from them.

ILLUSTRATIVE ENABLING OBJECTIVES:

District and local school policies and practices have been developed that facilitate effective:

____ 3.1 Career awareness, exploration, and preparation, including work experience.

____ 3.2 Student participation in cultural, recreational, service, or other nonwork activities in the community.

____ 3.3 Participation of community personnel in school activities and of school personnel in community activities.

____ 3.4 Use of community resources and facilities.

____ 3.5 Preparation of community personnel who participate in the educative process.

Related to the preceding areas, local school committees, teams of teachers, and individual staff members:

____ 3.6 Identify program, course, and unit objectives.

____ 3.7 Identify or prepare resource units and other materials for use by teachers and community persons.

____ 3.8 Identify or prepare instructional materials for student use.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A.	Highly Desirable	D.	Somewhat Undesirable
B.	Desirable	E.	Undesirable
C.	Somewhat Undesirable	F.	Highly Undesirable

COMPONENT 4: STUDENT DECISION-MAKING ARRANGEMENTS

COMPREHENSIVE OBJECTIVE:

Students progressively assume more initiative for planning, implementing, and evaluating their programs and activities with a lesser amount of adult direction and control.

ILLUSTRATIVE ENABLING OBJECTIVES:

Students in their classes and in meetings with their advisors are taught:

____ 4.1 Decision-making skills that help them to make educational decisions as individuals.

____ 4.2 Concepts and skills that enable them to participate in shared decision making with other students, the school staff, and parents.

The individual student exercises increasing initiative for making decisions, accepting the related consequences of the decisions, and evaluating decisions regarding:

____ 4.3 The student's instructional program in each course.

____ 4.4 The student's educational program for the semester.

____ 4.5 The student's educational program for the school year.

Students as members of groups take increasing initiative for making decisions, accepting the responsibility for the decisions, and for evaluating the decisions regarding:

____ 4.6 The objectives and activities in the course in which the group is enrolled.

____ 4.7 The extracurricular activity in which the group participates.

____ 4.8 The governance of the group.

Students are encouraged to serve:

____ 4.9 As officers and to participate as members of student-governing groups.

____ 4.10 As student representatives on the school's standing and ad hoc committees, councils, and task forces.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A.	Highly Desirable	D.	Somewhat Undesirable
B.	Desirable	E.	Undesirable
C.	Somewhat Undesirable	F.	Highly Undesirable

COMPONENT 5: EVALUATION AND IMPROVEMENT STRATEGIES

COMPREHENSIVE OBJECTIVE:

The individual student's progress toward attaining his/her course objectives, the student's instructional program in each course, the student's total educational program, and the school's total educational program are evaluated systematically and the results of the evaluation are used in improving the educative processes of the school.

ILLUSTRATIVE ENABLING OBJECTIVES:

Appropriate measurement and evaluation techniques are used:

____ 5.1 To evaluate each student's progress toward attaining his or her learning goals in each course.

____ 5.2 To evaluate each student's instructional program in each course.

____ 5.3 To evaluate each student's educational program each semester in terms of the student's attainment of his or her goals, and in terms of the appropriateness and value of the program for the student.

____ 5.4 To evaluate each student's total educational program for the complete school level, i.e., middle school, high school.

____ 5.5 To evaluate elements of the school's total educational program.

The results of the evaluation of each student's educational program each semester are used, primarily by teachers and students:

____ 5.6 To set a goal for improving the student's program the next semester.

The results of the evaluation of the school's total educational program are used by teachers and other school staff:

____ 5.7 To set goals annually for composite groups of students to attain, such as those of a particular grade in school or those taught by a teaching team.

____ 5.8 To evaluate each group's attainment of the goals.

The results of all evaluation activities are used by teachers and other school staff:

____ 5.9 To improve the curriculum, instruction, and other elements of the school's educational program.

____ 5.10 To improve the school's advising, organizational, and administrative structures and processes.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A. Highly Desirable
B. Desirable
C. Somewhat Undesirable
D. Somewhat Undesirable
E. Undesirable
F. Highly Undesirable

COMPONENT 6: ADMINISTRATIVE ARRANGEMENTS AND PROCESSES

COMPREHENSIVE OBJECTIVE:

The school's administrative arrangements provide for cooperative planning and shared decision making by the persons responsible for implementing the plans and decisions that are made, mainly administrators, counselors, teachers, and students.

ILLUSTRATIVE ENABLING OBJECTIVES:

The school:

____ 6.1 Is organized into administrative units, each of which has no more than 500 students.

____ 6.2 Has one or more committees, composed of representatives of the administrative team, counselors, teachers, students, and parents that make decisions and formulate plans regarding the school's curriculum, instruction, advising, evaluation, organization, and staffing.

An Educational Improvement Committee, or other committee or council that has representatives of the administrative team, curriculum coordinators, counselors, and teachers:

____ 6.3 Plans the school's educational improvement activities with input from the total faculty.

Students, parents, and citizens:

____ 6.4 Participate in meetings of the Educational Improvement Committee when matters of concern to them are on the agenda.

____ 6.5 Serve as regular members of the Educational Improvement Committee.

One or more district committees, composed of the district administrator, representative principals, curriculum coordinators, counselors, teachers, students, parents, and citizens:

____ 6.6 Coordinate the improvement activities of the district, taking into account district policies and state requirements.

____ 6.7 Secure district and other specialists for consultation regarding improvement activities.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A. Highly Desirable
B. Desirable
C. Somewhat Undesirable
D. Somewhat Undesirable
E. Undesirable
F. Highly Undesirable

The principal provides leadership and, with appropriate involvement of members of the Educational Improvement Committee and the school staff:

____ 6.8 Establishes policies and procedures that facilitate the school's educational improvement efforts.

____ 6.9 Coordinates the use of facilities, materials, equipment, supplies, and other resources.

____ 6.10 Provides time, space, and other physical arrangements that are needed for teaching teams, school committees, and other groups to meet and conduct their business during the school day.

____ 6.11 Establishes effective two-way communication among administrators, other staff, teachers, and students; and between the school and parents and citizens of the community.

____ 6.12 Participates as a member of district committees.

____ 6.13 Transmits information to and from district committees.

____ 6.14 Attempts to have implemented the decisions made by district committees.

COMPONENT 7: ORGANIZATION FOR INSTRUCTION AND ADVISING

COMPREHENSIVE OBJECTIVE:

The faculty and students are organized into small groups that permit instruction and advising to be personalized.

ILLUSTRATIVE ENABLING OBJECTIVES:

A staff member of each teaching team and/or advising group:

____ 7.1 Chairs the meetings of the group.

____ 7.2 Serves on the school's Educational Improvement Committee and participates in the Committee's planning and other activities.

____ 7.3 Transmits information, decisions, and plans from the teaching staff to the Educational Improvement Committee.

____ 7.4 Transmits information, decisions, and plans to the teaching staff.

7a. Related to instruction, each group of teachers, such as an interdisciplinary teaching team, cooperatively:

____ 7.5 Develops the procedures for planning, monitoring, and evaluating each student's instructional program in each course taught by the group.

____ 7.6 Plans and evaluates the group's instructional strategies.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A.	Highly Desirable	D.	Somewhat Undesirable
B.	Desirable	E.	Undesirable
C.	Somewhat Undesirable	F.	Highly Undesirable

Related to the group's instructional functions, each teacher:

____ 7.7 Outlines the content of his or her courses.

____ 7.8 Develops the learning guides that students use in the courses.

____ 7.9 Plans the instructional methods that are employed in the courses, including the use of time, materials, and modes of instruction.

____ 7.10 Participates in all aspects of the group's planning and evaluation activities.

____ 7.11 Carries out his or her instructional activities in accordance with the group's plans.

7b. Related to advising, each group of teachers, such as an interdisciplinary team, plans the group's advising activities related to:

____ 7.12 Promoting the educational development of each student.

____ 7.13 Enhancing the personal and social development of each student.

____ 7.14 Increasing schoolwide communication.

____ 7.15 Improving home-school-community relations.

Related to advising functions, individual staff members, with assistance of a guidance counselor:

____ 7.16 Serve as advisors to students.

____ 7.17 Assume responsibility for planning, monitoring, and evaluating their advisee's individual educational programs and for attaining other objectives of the advising program.

COMPONENT 8: HOME-SCHOOL-COMMUNITY RELATIONS

COMPREHENSIVE OBJECTIVE:

Effective communication and cooperative educational efforts between the school and the community are carried out as part of a program of home-school-community relations.

ILLUSTRATIVE ENABLING OBJECTIVES:

A comprehensive program of home-school-community relations:

____ 8.1 Is formulated and monitored by a school committee composed of representative school staff, parents, and students.

____ 8.2 Provides for frequent and effective communication between the school and community.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A. Highly Desirable
B. Desirable
C. Somewhat Undesirable
D. Somewhat Undesirable
E. Undesirable
F. Highly Undesirable

____ 8.3 Encourages the school staff to participate in the analysis of the home and neighborhood conditions of their students.

____ 8.4 Encourages parents and other community persons to participate in in-school educational activities and to provide suggestions to aid in decision making.

____ 8.5 Involves parents in planning the individual educational program of their child.

____ 8.6 Provides for student progress to be reported to parents regularly and effectively.

COMPONENT 9: SUPPORT ARRANGEMENTS

COMPREHENSIVE OBJECTIVE:

The environment for learning and instruction in the school and for work and other educational experiences in the community is enriched through the intellectual, technical, and material support provided by school and school district groups, and by external agencies, such as the state education agency, intermediate agencies, teacher education institutions, and professional education associations.

ILLUSTRATIVE ENABLING OBJECTIVES:

The school district and local school make provisions for:

____ 9.1 The Educational Improvement Committee, or other group, to meet weekly during school hours to plan and carry out its activities.

____ 9.2 Each teaching team, or other group, to have a common time for carrying out their preparation, planning, evaluation, and other activities.

____ 9.3 Each advisor to meet regularly with his or her advisee group and individual advisees.

____ 9.4 Teachers to receive assistance in carrying out their educational improvement activities.

The state education agency takes initiative with local school districts for activities such as:

____ 9.5 Developing strategies for stimulating the educational improvement activities of local schools.

____ 9.6 Providing financial and technical support to local schools in carrying out their educational improvement activities.

____ 9.7 Encouraging job descriptions to be changed, if necessary, to enable teachers to participate in student advisement and in educational improvement activities.

____ 9.8 Reviewing and changing the licensing requirements of currently licensed educational personnel and developing new licensing programs to meet changing societal conditions and related demands on education.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A. Highly Desirable	D. Somewhat Undesirable
B. Desirable	E. Undesirable
C. Somewhat Undesirable	F. Highly Undesirable

Teacher education institutions, working cooperatively with local schools and the state education agency, take initiative for activities, such as:

____ 9.9 Evaluating their programs to prepare administrators, counselors, teachers, and other educational personnel; revising existing programs; and developing new programs to meet changing societal conditions and related demands on education.

____ 9.10 Developing and offering credit and noncredit courses designed to meet the needs of prospective educational personnel and inservice personnel to participate effectively in educational improvement activities.

____ 9.11 Arranging with local schools for cooperative preparation of student teachers and interns.

Professional education associations at the local, state, and national level take initiative for activities such as:

____ 9.12 Providing leadership to their members in carrying out educational improvement efforts.

____ 9.13 Identifying and publicizing local schools that demonstrate educational improvement.

____ 9.14 Influencing local, state, and federal legislation to support educational improvement.

____ 9.15 Encouraging the adoption of contract provisions which facilitate educational improvement.

COMPONENT 10: RESEARCH AND DEVELOPMENT

COMPREHENSIVE OBJECTIVE:

Knowledge is extended regarding learning, instruction, school structures and processes, and other factors related to schooling through research and development conducted by school personnel and cooperating individuals and agencies.

ILLUSTRATIVE ENABLING OBJECTIVES:

The school staff:

____ 10.1 Develops the capability for carrying out their own evaluative research and related improvement activities.

____ 10.2 Participates with district personnel and other individuals and agencies in research and development specifically directed toward educational improvement in their school.

____ 10.3 Participates with individuals and agencies in research directed toward extending knowledge concerning schooling and the educative process.

APPENDIX B1
MIDDLE SCHOOL (M.I.D.)SIMULATIONS

GENERAL INSTRUCTIONS FOR THREE MIDDLE SCHOOL (M.I.D.) SIMULATIONS

The simulated middle school (M.I.D.) enrolls 876 students in Grades 6, 7, and 8. The full-time certified staff consists of the principal, an assistant principal, two guidance counselors, a curriculum coordinator, an IMC director, 35 teachers, and two special education teachers.

M.I.D. has a new but experienced and highly effective principal. A key factor in selecting the principal was a new state policy encouraging improvement of secondary education in the state, especially in the academic subjects. The principal, in consultation with key staff members, formed an Educational Improvement Committee (EIC) that consists of the principal and assistant principal, one counselor, the IMC director, the curriculum coordinator, and one teacher from each English, math, science, social studies, foreign languages, fine arts, and applied arts.

The EIC held its first meeting and decided to form a small Executive Committee that would give more time than other EIC members to the improvement program. (To take into account the number of persons in your group participating in the simulations, assume that there are four to six persons on the Executive Committee: the principal, a counselor, and at least two teachers including one math and one English. In the simulation persons may take their actual roles or they may assume the preceding roles.)

The simulations are of three successive committee meetings of M.I.D.'s Executive Committee. In the first meeting (simulation) the Executive Committee identifies and prioritizes the improvement needs of M.I.D.; in the second meeting it clarifies the roles and responsibilities of the members of the Improvement Committee; and in the third it sets improvement goals. The Executive Committee will report its deliberations pertaining to each simulation back to the EIC. Then the EIC will carry out its deliberations and will secure input from the entire faculty. (Please accept rather than debate these arrangements for the simulation even though you may proceed differently in your own school.)

SIMULATION 1: IDENTIFYING AND PRIORITIZING NEEDS OF M.I.D. SCHOOL

A brief description of M.I.D.'s current practices follows. The chapter of the WRISE text and the filmstrip that explain and depict desirable practices and the chapter of the implementation manual that provides suggestions for implementing the component are indicated. Each audiocassette, though not listed, is for middle school implementation on one side and high school on the other side.

This simulation is designed to be completed in 40-60 minutes. The principal leads the discussion as well as taking other actions deemed appropriate for a school's improvement leader. A recorder jots down the main points of agreement and disagreement under Improvements Needed at M.I.D.

SIMULATION ACTIVITIES:

1. Read silently through all the current practices of M.I.D. Then enter one of the following letters to indicate your judgments:

    A. the practices related to this component should be among the first to be changed during the current year or next year.

    B. the practices related to this component should be changed but not until two or three others of higher priority have been changed.

    C. the practices related to this component should probably be continued.

    D. the practices related to this component should definitely be continued.

    You may assign A, B, C, or D to several components or to no component. There are no correct or incorrect choices. Do, however, respond to each component in the ( ) provided.

CURRENT PRACTICES OF M.I.D. IMPROVEMENTS NEEDED AT M.I.D.

1a. EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT: ( )

Although M.I.D. students vary greatly in ability and interest, they take identical units of the required academic courses in Grades 6, 7, and 8. Students have two electives in Grade 8.

Text: Chapter 2
Manual: Chapter 2
Filmstrip: Educational Programming for the Individual Student in Secondary Schools: Part I

1b. INDIVIDUAL INSTRUCTIONAL PROGRAMMING: ( )

Undifferentiated whole-class instruction is carried out in nearly all of the academic classes. All students spend about the same amount of time studying in and out of class and use the same instructional materials. Student time on-task is low in most classes.

Text: Chapter 3
Manual: Chapter 3
Filmstrip: Educational Programming for the Individual Student in Secondary Schools: Part II

EVALUATION AND IMPROVEMENT STRATEGIES: ( )

Students at M.I.D. School receive report cards four times a year. They often complain of unfair grading.

There is no annual evaluation of the curriculum, instruction, or any other component.

Last year, the average mental ability of the students in Grade 7 was equivalent to the 65th percentile on national norms, and their average achievement in the academic subjects ranged from the 40th percentile in reading to the 52nd in math. Twenty percent of the Grade 8 students did not master the minimum proficiency objectives. The counselors report the student's standardized test scores and minimum competency test scores by grade levels to the principal who forwards the report to the superintendent. This information is not seen by the teachers, and it is not used by the school staff to identify possible areas of improvement or to set improvement goals.

Text: Chapter 7
Manual: Chapter 7
Filmstrip: Evaluating Student Learning and Educational Programs in Secondary Schools

CURRENT PRACTICES OF M.I.D. IMPROVEMENTS NEEDED AT M.I.D.

CURRICULAR ARRANGEMENTS: ( )

The school district provides a scope and sequence in each subject area that meets state requirements. Teachers are expected to use the approved textbooks and to cover a given amount of material as directed by their department chairperson. There are no curriculum provisions for exceptional students, such as very low or very high achievers.

Text: Chapter 4
Manual: Chapter 4
Filmstrip: Curricular Patterns in Secondary Schools

CAREER EDUCATION AND EXPERIENTIAL LEARNING: ( )

Field trips are taken by some classes at the discretion of the teacher but there is no systematic program of career awareness or exploration. The basic curriculum approach does not support career education activities.

Text: Chapter 5
Manual: Chapter 5
Filmstrip: Work and Other Career Education Activities in Secondary Schools

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STUDENT DECISION-MAKING ARRANGEMENTS: ( )

The school stresses student involvement in athletic and other extracurricular activities. However, there is little student participation in the activities of the student council. Very few students plan learning activities with their teachers, engage in student-led small-group activities in their classes, or plan their educational programs in conferences with an advisor and their parents.

Text: Chapter 6
Manual: Chapter 6
Filmstrip: Student Decision Making in Secondary Schools

ADMINISTRATIVE ARRANGEMENTS:

Last year, M.I.D.'s principal met with the department chairpersons every month, and the chairpersons met with their staff once a month.

The principal conducted an all-faculty meeting monthly in which policy decisions were communicated to the staff.

An Educational Improvement Council was formed this year.

Text: Chapter 8
Manual: Chapter 8
Filmstrip: Administrative Arrangements for Shared Decision Making in Secondary Schools

CURRENT PRACTICES OF M.I.D. IMPROVEMENTS NEEDED AT M.I.D.

ORGANIZATION FOR INSTRUCTION AND STUDENT ADVISING: ( )

Teachers are organized into departments and do no educational advising. Teachers have five classes in a seven-period day, usually in one subject area but across grade levels. There is no teaming, and teachers are not represented on a school instructional improvement committee.

The guidance staff consists of one male and one female counselor. The male counselor works with the boys and the female counselor with the girls.

Text: Chapters 9 and 10
Manual: Chapters 9 and 10
Filmstrips: Instruction and Advisory Arrangements in Secondary Schools; Teacher-Advisor Programs in Secondary Schools

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HOME-SCHOOL-COMMUNITY RELATIONS: ( )

Report cards that include letter grades in each subject, attendance, tardiness, and ratings of citizenship are mailed home to parents at the end of each marking period. A form letter is sent to all parents inviting them to participate in parent conferences.

Conference turnouts have been very poor the last two years. Parents of failing students rarely come to the conferences. Other citizens go to school board members with their concerns.

Text: Chapter 11
Manual: Chapter 11

INTERNAL, EXTERNAL SUPPORT ARRANGEMENTS: ( )

Very little communication takes place between the school and external agencies that might provide consultation or inservice education.

The two "inservice" days at the beginning of the school year are used to get ready for the students. The additional half day of inservice education each semester is used for guest speakers. There is no planned districtwide inservice program.

The district office has recently formed a task force on educational improvement. M.I.D.'s principal is on the task force.

Text: Chapter 12
Manual: Chapter 12

RESEARCH AND DEVELOPMENT: ( )

No research or development is being carried out in M.I.D. by the school staff or by any other persons.

Text: Chapter 13
Manual: Chapter 13

SIMULATION ACTIVITIES: (continued from Simulation 1)

2. When (1) is completed, determine the extent to which your group agrees on the priorities. As time permits, group members will indicate the rationale for their ratings and their preferences regarding the kind of changes to be made.

3. M.I.D. has already changed its administrative arrangements for educational improvement by starting an EIC. Would you recommend that M.I.D. make changes in any other components without first getting further information? If yes, which component(s)? Why?

4. Indicate other information that would aid M.I.D. in identifying improvement needs and establishing priorities. Indicate who would secure the information.

SIMULATION 2: CLARIFYING ROLES AND RESPONSIBILITIES OF INDIVIDUALS AND GROUPS IN THE IMPROVEMENT PROCESS

In a prior meeting, M.I.D.'s Executive Committee tentatively identified and prioritized improvement needs and made plans for summarizing various kinds of available information regarding student achievement, attendance, etc. The Executive Committee reported to the full Educational Improvement Committee (EIC). The EIC unanimously endorsed the substance of the report. In a subsequent faculty meeting, the faculty encouraged the EIC to take considerable initiative in planning M.I.D.'s improvement program. However, some EIC members indicated uncertainty regarding their responsibilities with respect to improvement activities that were outside their area of expertise. Moreover, most of them indicated they had no prior experience in (a) identifying schoolwide improvement needs, (b) planning related improvement activities, (c) monitoring the improvement activities, and then (d) evaluating the effects of the improvements that were implemented.

In this simulation the Executive Committee addresses these and similar concerns. The simulation is to be completed in 40-60 minutes. The principal leads the discussion and takes other actions deemed appropriate for a school's improvement leader. A recorder jots down the main points of agreement and disagreement. The Executive Committee will bring back its ideas to the EIC for input and review. Read through all the activities and clarify any activity about which you have questions. Then complete No. 1-5.

SIMULATION ACTIVITIES:

1. In the ( ) each simulation member is to indicate whether the AMOUNT of responsibility and the AREA(S) of responsibility should be the same (S) or different (D) for the teacher, counselor, administrator, and other members of the EIC with respect to:

    a. Identifying and prioritizing M.I.D.'s needs for improvement. Amount ( ), Area ( ).

    b. Developing a schoolwide improvement plan, such as increasing average daily attendance, to be implemented by all the school staff. Notice that the plan involves all of the staff, not just part of it. Amount ( ), Area ( ).

    c. Monitoring progress as the schoolwide plan is implemented. Amount ( ), Area ( ).

    d. Evaluating the effectiveness of the improvement activities at the end of the year. Amount ( ), Area ( ).

2. Upon completing 1a-d individually, identify likenesses and differences among your group and try to resolve any major differences.

3. M.I.D.'s faculty desires the EIC to take leadership with respect to 1a, b, c, d; however, it also desires to provide input and review. Outline the responsibilities of the principal, the counselor, and the teacher members of the EIC with respect to securing faculty input and review.

4. Prepare an agenda for the next meeting of the EIC at which time you, its Executive Committee, report back to the EIC. Indicate the agenda items and specify the member of the Executive Committee who will report on each agenda item.

5. M.I.D. established an Educational Improvement Committee that could form a task force for each specific improvement program that it selected; e.g., improvement of Grade 7 reading comprehension, Grade 8 career awareness, Grade 6-8 science, etc. One or more members of the EIC could serve on each task force. Other middle schools establish improvement task forces first and then have representatives from each task force form the school's Improvement Committee. Indicate which of these approaches would probably work better at a school like M.I.D. and indicate why.

OPTIONAL ACTIVITIES:

6. Prepare a schedule of meeting times of the EIC for the semester during or outside the time when students are in school.

7. Assume that the teaching schedules and other activities of the EIC members cannot be rearranged for them to have a common meeting time during school hours this semester. Develop recommendations for arranging teaching schedules for the following semester that will permit members of the EIC to meet during the time students are at school.

SIMULATION 3: GOAL SETTING AND PLANNING RELATED IMPROVEMENT ACTIVITIES

This simulation presents information showing how a middle school actually uses the readily available results of its Grade 7 standardized achievement and mental ability testing in May of the school year to set improvement goals for the incoming Grade 7 class of the following year. The May test results are first summarized and analyzed to establish improvement priorities. Next, improvement goals for the ensuing year and a plan to attain the goals are worked out. Your simulation group is invited to engage in the same processes. However, you may wish to use the competency test results that are provided at the end of the simulation rather than the standardized test results.

Before proceeding with the simulation, recognize that its purpose is to enable you to gain experience in test interpretation, goal setting, and planning processes. Be aware, too, that schools desire to improve many student outcomes other than achievement in the academic subject fields, and they use data in addition to standardized and competency tests to measure the desired student outcomes. Other simulations may be arranged for these other kinds of outcomes and data.

In a prior meeting (simulation), M.I.D.'s Executive Committee tentatively identified the goal-setting strategy above as one M.I.D. should employ. The full EIC and later the school faculty supported the recommendation. In this simulation, the Executive Committee uses M.I.D. data to draw up a plan for implementing the strategy.

This simulation requires from 60-90 minutes for groups with prior experience in goal setting and planning. More time may profitably be spent on it by other groups. The principal leads the discussion and a recorder summarizes it. Read through the information on test interpretation and then respond to the two activities. Next read through the section on "Using Test Results in Goal Setting and Planning." Respond to the activities. Complete the optional activities as time permits.

Test Interpretation

The EIC of M.I.D., with input from the teachers, has decided to use the results of M.I.D.'s achievement and mental ability testing in improving education in M.I.D. To start the process, a counselor arranged the students of Grade 7 into quarters based on their mental ability scores; and the mean, or average, mental ability of each quarter was computed. The equivalent percentile rank was obtained from norm tables supplied by the test publisher. The achievement test scores in English, reading, and math of each student were then entered for each quarter of the students. The mean achievement in each subject was computed for each quarter, and the equivalent national percentile ranks were obtained from the norm tables. This information was put in a table and used in setting goals related to achievement.

The mean (average) national percentile ranks for mental ability and for achievement in reading, language, and math for the Grade 7 class follow:

Table 1. Grade 7 Class Mental Ability and Achievement (Tested in May)

Local one-fourths in mental ability	Mental Ability: national percentile rank	Reading: national percentile rank	Language: national percentile rank	Math: national percentile rank
Quarter 4 (highest)	89	87	87	78
Quarter 3	71	68	60	58
Mean	61	60	56	44
Quarter 2	57	50	45	28
Quarter 1 (lowest)	25	30	22	14

The EIC and teachers of M.I.D. felt that the mental ability test measured the aptitude of the students for learning the three subject matters reasonably well and that the results of the achievement tests measured their academic achievement levels reasonably well. (Please accept these test results. Opportunity is provided later to discuss other tests and ratings of student achievement.)

SIMULATION ACTIVITIES:

1. Based on the test results, in which subject are the students of all quarters achieving lowest in relation to their mental ability? Based on this information, in which subject is improvement needed most urgently?

2. Based on the test results, which quarter of the students is achieving highest in relation to mental ability in all three subjects? What do you infer about the relative effectiveness of M.I.D. schooling for the different quarters in mental ability?

Use no more than 15-20 minutes on Questions 1-2.

Using Test Results in Goal Setting and Planning

Steps 1-3 that follow indicate a plan to raise achievement in math at M.I.D.

1. M.I.D. EIC identified math as the highest priority for improvement. Next, the principal and the math teacher member of the EIC discussed the math test results with the math teachers. They secured input from the math teachers regarding possible causes of the low achievement by the students in math.

2. Using the input from the math staff, the EIC set a goal to raise Grade 7 math achievement. The principal and the math teacher member of the EIC discussed the goal with the math teachers and received ideas from them regarding possible improvement activities to be carried out. The following goal was set and the following improvement activities were suggested to achieve the goal:

Goal for Grade 7 Math

Each quarter in mental ability of the next Grade 7 class, when tested in May, will have a mean percentile rank in math equal to or near its mean mental ability percentile rank.

Suggested Activities to Achieve the Goal

a. Counselors will examine the Grade 6 test results of each student and will identify the students achieving far below expectancy, e.g., mental ability percentile rank 75, math achievement percentile rank 25. The counselors will provide this information to teachers who have the students in Grade 7. Teachers will try to get these students to achieve higher.

b. The math teachers will make changes in their instruction, e.g., they will get all the students to spend more class time on task; they will make sure that each student has appropriate assignments; they will show that they believe the student can and will do the assignments well; etc.

c. The teachers will improve the evaluation and monitoring of each student's progress, e.g., students' work will be marked and returned the next day.

d. The EIC will develop a plan for getting more parents to participate in conferences with the student and the advisor once each semester.

3. The principal and the math teachers prepared a written improvement plan for next year's Grade 7 class based on the WRISE planning guidelines. The plan was submitted to the EIC for input and approval.

SIMULATION ACTIVITIES:

1. Have each member of your simulation group state what his/her responsibility is as a member of M.I.D. EIC in carrying out the preceding Steps 1-3 for "Using Test Results in Goal Setting and Planning." Assume that each EIC member has some but not identical responsibilities.

2. Have the principal, the counselor, and the math teacher of your simulation group explain why they think the preceding "Suggested Activities to Achieve the Goal," 2a-d, will contribute to higher achievement. Have other members question them or add other ideas.

3a. Examine the standardized test results in Table 1 for Grade 7 language. Return to the prior information on "Using Test Results in Goal Setting and Planning," and apply it to the improvement of Grade 7 language; e.g., brainstorm possible causes of the relatively low achievement, set an improvement goal, identify activities to attain the goal.

OR

3b. Examine the minimum competency test results that follow. Carry out the same activities as in 3a for language.

Competency Test Results for Simulation Activity:

Table 2. Percentage of Grade 7 Students Who Mastered Middle School Competency Objectives (Tested in May of Grade 7)

	Reading	Language	Math
All Grade 6-8 Objectives*	68	58	50
Minimum Competency Grade 8 Objectives**	80	76	60

* These objectives include not only the minimum competency objectives that the lowest achievers should master by the end of Grade 8, but also other objectives that are appropriate for all students, including the highest achievers.

** These are the objectives that all students, except those with handicapping conditions, should master by the end of Grade 8.

Use no more than 45-60 minutes on this activity.

OPTIONAL ACTIVITIES:

4. Standardized testing requires relatively little teacher time. However, locally constructed tests, rating scales, and other measurement devices are often more content valid indicators of what is learned than are standardized tests.

   a. Develop recommendations for constructing other measures of student achievement in the various subject fields for each grade of school. Indicate who will construct the measures and how their accuracy and content validity will be determined. Indicate who will summarize and report the results of administering the measures to the students.

   b. How would goal setting be different if mental ability test results were not available?

   c. To what extent should a school teach unique content in reading, English, and math that is not measured by standardized tests?

5. Assume that a middle school, Grades 6-8, desires to test achievement in English, mathematics, reading, science, and social studies in only two grades. Assume that no Grade 5 test results are available. Indicate the advantages and disadvantages of testing programs (a), (b), (c), and (d) below in terms of goal setting for Grade 6, Grade 7, and Grade 8; and also for setting goals for the individual students of each grade.

a. Administer the tests to Grade 6 and to Grade 8 in September.

b. Administer the tests to Grade 6 in September and to Grade 8 in May.

c. Administer the tests to Grade 6 and to Grade 8 in May.

d. Administer the tests to Grade 6 in September and to Grade 7 in May.

6. A school board sets a policy that (a) in May of each year the principal of each school must submit to the superintendent a set of goals in the academic subject fields and related plans for achieving the goals, (b) the goal statements and plans must have the approval of the majority of the teachers of the school, and (c) the results of testing will not be used to evaluate the principal or teachers of the school. Indicate how the principal should proceed in implementing the policy. What do you think the effects of implementing it would be on student achievement in the academic subjects? How might the morale and the job perceptions of the teachers and principal of the school be affected?

APPENDIX B2

SENIOR HIGH SCHOOL (O.U.R.)SIMULATIONS

INSTRUCTIONS FOR THREE SENIOR HIGH SCHOOL (O.U.R.) SIMULATIONS

The simulated high school (O.U.R.) enrolls 1040 students in Grades 9 through 12. The full-time certified staff consists of the principal, two assistant principals, three guidance counselors, a curriculum coordinator, an IMC director, 50 teachers, and 3 special education teachers.

O.U.R. has a new but experienced and highly effective principal. A key factor in selecting the principal was a new state policy encouraging improvement of secondary education in the state, especially in the academic subjects. The principal of O.U.R., after consultation with key staff members, formed an Educational Improvement Committee (EIC) that consists of the principal and assistant principal, one counselor, the IMC director, the curriculum coordinator, and one teacher from each English, math, science, social studies, foreign languages, fine arts, and applied arts.

The EIC held its first meeting and decided to form a small Executive Committee that would give more time than other EIC members to the improvement program. (To take into account the number of persons in your group participating in the simulations, assume that there are four to six persons on the Executive Committee: the principal, a counselor, and at least two teachers including one math and one English. In the simulation persons may take their actual roles or they may assume the preceding roles.)

The simulations are of three successive committee meetings of O.U.R.'s Executive Committee. In the first meeting (simulation) the Executive Committee identifies and prioritizes the improvement needs of O.U.R.; in the second meeting it clarifies the roles and responsibilities of the members of the Improvement Committee; and in the third it sets improvement goals. The Executive Committee will report its deliberations pertaining to each simulation back to the EIC. Then the EIC will carry out its deliberations and will secure input from the entire faculty. (Please accept rather than debate these arrangements for the simulation even though you may proceed differently in your own school.)

SIMULATION 1: IDENTIFYING AND PRIORITIZING NEEDS OF O.U.R. SCHOOL

A brief description follows of the current practices of O.U.R. The chapter of the WRISE text and the filmstrip that explain and depict desirable practices and the chapter of the implementation manual that provides suggestions for implementing the component are indicated. Each audiocassette, though not listed, is for middle school implementation on one side and high school on the other side.

This simulation is designed to be completed in 40-50 minutes. The principal leads the discussion as well as taking other actions deemed appropriate for a school's improvement leader. A recorder jots down the main points of agreement and disagreement under Improvements Needed at O.U.R.

SIMULATION ACTIVITIES:

1. Read silently through all the current practices of O.U.R. Then enter one of the following letters to indicate your judgments:

   A. the practices related to this component should be among the first to be changed during the current year or next year.

   B. the practices related to this component should be changed but not until two or three others of higher priority have been changed.

   C. the practices related to this component should probably be continued.

   D. the practices related to this component should definitely be continued.

   You may assign A, B, C, or D to several components or to no component. There are no correct or incorrect choices. Do, however, respond to each component in the ( ) provided.

CURRENT PRACTICES OF O.U.R. IMPROVEMENTS NEEDED AT O.U.R.

1a. EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT: ( )

Students are scheduled into courses of three tracks by computer. There is little follow-up of student achievement, and the students are not permitted to make program changes after the beginning of the semester.

Text: Chapter 2
Manual: Chapter 2
Filmstrip: Educational Programming for the Individual Student in Secondary Schools: Part I

1b. INDIVIDUAL INSTRUCTIONAL PROGRAMMING: ( )

Undifferentiated whole-class instruction is carried out in nearly all of the academic classes. Students do not participate in planning their instructional programs with their teachers. All students spend about the same amount of time studying in and out of class and use the same instructional materials. Student time on-task is low in most classes.

Text: Chapter 3
Manual: Chapter 3
Filmstrip: Educational Programming for the Individual Student in Secondary Schools: Part II

EVALUATION AND IMPROVEMENT STRATEGIES: ( )

Students receive report cards quarterly and often complain of unfair grading. The last externally conducted program evaluation took place seven years ago.

An achievement test battery is administered to the Grade 9 and Grade 11 students in May. A mental ability test is also administered to the Grade 9 students. Only the counselors and administrative team see the test results provided by the test publisher. The results are not used to identify possible areas of improvement or to set improvement goals. Last year the average mental ability of the Grade 11 students was equivalent to the 65th percentile, and the average achievement in the academic subjects ranged from the 40th percentile in mathematics to the 52nd percentile in reading.

Text: Chapter 7
Manual: Chapter 7
Filmstrip: Evaluating Student Learning and Educational Programs in Secondary Schools

CURRENT PRACTICES OF O.U.R.	IMPROVEMENTS NEEDED AT O.U.R.
CURRICULAR ARRANGEMENTS: ( ) The curriculum stresses the academic subject fields for the college-preparatory students and reading, writing, mathematics, and vocational education for the vocational group. There are many elective courses available to all students. There are no educational provisions for exceptional students, such as very low or very high achievers. Text: Chapter 4 Manual: Chapter 4 Filmstrip: Curricular Patterns in Secondary Schools	
CAREER EDUCATION AND EXPERIENTIAL LEARNING: ( ) All courses are held on campus. There is a small amount of off-campus career exploration and preparation in the senior year. The curriculum does not take into account the cultural, recreational, political, or other affairs of the community. Text: Chapter 5 Manual: Chapter 5 Filmstrip: Work and Other Career Education Activities in Secondary Schools	
STUDENT DECISION-MAKING ARRANGEMENTS: ( ) The school stresses student involvement in athletic and other extra-curricular activities. However, there is little student participation in the activities of the student council. Very few students plan learning activities with their teachers, engage in student-led small-group activities in their classes, or plan their educational programs in conferences with an advisor and their parents. Text: Chapter 6 Manual: Chapter 6 Filmstrip: Student Decision Making in Secondary Schools	

CURRENT PRACTICES OF O.U.R. IMPROVEMENTS NEEDED AT O.U.R.

ADMINISTRATIVE ARRANGEMENTS:

Last year, O.U.R. principal met with the department chairpersons every month, and the chairpersons met with their staff once a month. The principal delegated all matters pertaining to curriculum, instruction, and evaluation to the department chair of the subject field.

The principal conducted an all-faculty meeting monthly in which policy decisions were communicated to the staff.

An Educational Improvement Council was formed this year.

Text: Chapter 8
Manual: Chapter 8
Filmstrip: Administrative Arrangements for Shared Decision Making in Secondary Schools

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ORGANIZATION FOR INSTRUCTION AND STUDENT ADVISING: ( )

The teachers are organized into departments and do no educational advising. There is no teaming and the teachers are not represented on a school instructional improvement committee. The guidance staff consists of three counselors. The current ratio is one counselor to 375 students. The counselors and two of the administrators meet with students who are referred to them by the teaching staff.

Many students who graduate from O.U.R. High School never meet with either the counselors or the administrators.

Text: Chapters 9 and 10
Manual: Chapters 9 and 10
Filmstrips: Instruction and Advisory Arrangements in Secondary Schools; Teacher-Advisor Programs in Secondary Schools

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HOME-SCHOOL-COMMUNITY RELATIONS: ( )

Report cards that include letter grades in each subject, attendance, tardiness, and ratings of citizenship are mailed home to parents at the end of each marking period. A form letter is sent to all parents inviting them to participate in parent conferences.

Conference turnouts have been very poor the last two years. Parents of failing students rarely come to the conferences. Other citizens go to the school board with their concerns.

Text: Chapter 11
Manual: Chapter 11

CURRENT PRACTICES OF O.U.R.	IMPROVEMENTS NEEDED AT O.U.R.
INTERNAL, EXTERNAL SUPPORT ARRANGEMENTS: ( ) O.U.R. city has several agencies that work with students. A junior college and vocational school are also located in the area. However there has been a lack of communication between the school and the agencies or other institutions. The two "inservice" days at the beginning of the school year are used to get ready for the students. The additional half day of inservice each semester is used for guest speakers. There is no planned districtwide inservice program. The district office has recently formed a task force on educational improvement. O.U.R. principal is a member of the task force. Text: Chapter 12 Manual: Chapter 12	
RESEARCH AND DEVELOPMENT: ( ) No research or development is being carried out in O.U.R. by the school staff or by any other persons. Text: Chapter 13 Manual: Chapter 13	

SIMULATION ACTIVITIES: (continued from Simulation 1)

2. When (1) is completed, determine the extent to which your group agrees on the priorities. As time permits, group members will indicate the rationale for their ratings and their preferences regarding the kind of changes to be made.

3. O.U.R. has already changed its administrative arrangements for educational improvement by starting an EIC. Would you recommend that O.U.R. make changes in any other components without first getting further information? If yes, which component(s)? Why?

4. Indicate other information that would aid O.U.R. in identifying improvement needs and establishing priorities. Indicate who would secure the information.

SIMULATION 2: CLARIFYING ROLES AND RESPONSIBILITIES

In a prior meeting, O.U.R. Executive Committee tentatively identified and prioritized improvement needs and made plans for summarizing various kinds of available information regarding student achievement, attendance, etc. The Executive Committee reported to the full Educational Improvement Committee (EIC). The EIC unanimously endorsed the substance of the report. In a subsequent faculty meeting, the faculty encouraged the EIC to take considerable initiative in planning O.U.R.'s improvement program. However, some EIC members indicated uncertainty regarding their responsibilities with respect to improvement activities that were outside their area of expertise. Moreover, most of them indicated they had no prior experience in (a) identifying schoolwide improvement needs, (b) planning related improvement activities, (c) monitoring the improvement activities, and then (d) evaluating the effects of the improvements that were implemented.

In this simulation the Executive Committee addresses these and similar concerns. The simulation is to be completed in 40-60 minutes. The principal leads the discussion and takes other actions deemed appropriate for a school's improvement leader. A recorder jots down the main points of agreement and disagreement. The Executive Committee will bring back its ideas to the EIC for input and review. Read through all the activities and clarify any activity about which you have questions. Then complete No. 1-5.

SIMULATION ACTIVITIES:

1. In the ( ) each simulation member is to indicate whether the AMOUNT of responsibility and the AREA(S) of responsibility should be the same (S) or different (D) for the teacher, counselor, administrator, and other members of the EIC with respect to:

    a. Identifying and prioritizing O.U.R. needs for improvement. Amount ( ), Area ( ).

    b. Developing a schoolwide improvement plan, such as increasing average daily attendance, to be implemented by all the school staff. Notice that the plan involves all of the staff, not just part of it. Amount ( ), Area ( ).

    c. Monitoring progress as the schoolwide plan is implemented. Amount ( ), Area ( ).

    d. Evaluating the effectiveness of the schoolwide improvement activities at the end of the year. Amount ( ), Area ( ).

2. Upon completing 1a-d individually, identify likenesses and differences among your group and try to resolve any major differences.

3. O.U.R. faculty desires the EIC to take leadership with respect to 1a, b, c, d; however, it also desires to provide input and review. Outline the responsibilities of the principal, the counselor, and the teacher members of the EIC with respect to securing faculty input and review.

4. Prepare an agenda for the next meeting of the EIC at which time you, its Executive Committee, report back to the EIC. Indicate the agenda items and specify the member of the Executive Committee who will report on each agenda item.

5. O.U.R. established an Educational Improvement Committee that could form a task force for each specific improvement program that it selected; e.g., improvement of Grade 9 reading comprehension, raising the academic self-concepts of students with exceptional educational needs, etc. One or more members of the EIC could serve on each task force. Other high schools establish improvement task forces first and then have representatives from each task force form the school's Improvement Committee. Indicate which of these approaches would probably work better at a school like O.U.R. and indicate why.

OPTIONAL ACTIVITIES:

6. Prepare a schedule of meeting times of the EIC for the semester during or outside the time when students are in school.

7. Assume that the teaching schedules and other activities of the EIC members cannot be rearranged for them to have a common meeting time during school hours this semester. Develop recommendations for arranging teaching schedules for the following semester that will permit members of the EIC to meet during the time students are at school.

SIMULATION 3: GOAL SETTING AND PLANNING RELATED IMPROVEMENT ACTIVITIES

This simulation presents information showing how a high school actually uses the results of its Grade 9 standardized achievement and mental ability tests administered in May of the school year to set improvement goals for the incoming Grade 9 class of the following September. The May test results are first summarized and analyzed to establish improvement priorities. Next, improvement goals for the ensuing year and a plan to attain the goals are worked out. Your simulation group is invited to engage in the same processes. However, you may wish to use the competency test results that are provided at the end of the simulation rather than the standardized test results.

Before proceeding with the simulation, recognize that its purpose is to enable you to gain experience in test interpretation, goal setting, and planning processes. Be aware, too, that schools desire to improve many student outcomes other than achievement in the academic subject fields, and they use data in addition to standardized and competency tests to measure the desired student outcomes. Other simulations may be arranged for these other kinds of outcomes and data.

In a prior meeting (simulation), O.U.R. Executive Committee tentatively identified the goal-setting strategy above as one O.U.R. should employ. The full EIC and later the school faculty supported the recommendation. In this simulation, the Executive Committee uses O.U.R. data to draw up a plan for implementing the strategy.

This simulation requires from 60-90 minutes for groups with prior experience in goal setting and planning. More time may profitably be spent on it by other groups. The principal leads the discussion and a recorder summarizes it. Read through the information on test interpretation and then respond to the two activities. Next read through the section on "Using Test Results in Goal Setting and Planning." Respond to the activities. Complete the optional activities as time permits.

Test Interpretation

The EIC of O.U.R., with input from the teachers, has decided to use the results of O.U.R. achievement and mental ability testing in improving education in O.U.R. To start the process, a counselor arranged the students of Grade 9 into quarters based on their mental ability scores; and the mean, or average, mental ability of each quarter was computed. The equivalent percentile rank was obtained from norm tables supplied by the test publisher. The achievement test scores in English, reading, and math of each student were then entered for each quarter of the students. The mean achievement in each subject was computed for each quarter, and the equivalent national percentile ranks were obtained from the norm tables. This information was put in a table and used in setting goals related to achievement.

The mean (average) national percentile ranks for mental ability and for achievement in reading, language, and math for the Grade 9 class follow:

Table 1. Grade 9 Class Mental Ability and Achievement (Tested in May)

Local one-fourths in mental ability	Mental Ability: national percentile rank	Reading: national percentile rank	Language: national percentile rank	Math: national percentile rank
Quarter 4 (highest)	95	86	74	84
Quarter 3	80	64	54	70
Quarter 2	66	50	42	52
Quarter 1 (lowest)	44	42	32	40

The EIC and teachers of O.U.R. felt that the mental ability test measured the aptitude of the students for learning the three subject matters reasonably well and that the results of the achievement tests measured their academic achievement levels reasonably well. (Please accept these test results. Opportunity is provided later to discuss other tests and ratings of student achievement.)

SIMULATION ACTIVITIES:

1. Based on the test results, in which subject are the students of all quarters achieving lowest in relation to their mental ability? Based on this information, in which subject is improvement needed most urgently?

2. Based on the test results, which quarter of the students is achieving highest in relation to mental ability in all three subjects? What do you infer about the relative effectiveness of O.U.R. schooling for the different quarters in mental ability?

Use no more than 15-20 minutes on Questions 1-2.

Using Test Results in Goal Setting and Planning

Steps 1-3 that follow indicate a plan to raise achievement in English at O.U.R.

1. O.U.R. EIC identified English as the highest priority for improvement. Next, the principal and the English teacher member of the EIC discussed the English test results with the English teachers. They secured input from the English teachers regarding possible causes of the low achievement by the students in English.

2. Using the input from the English staff, the EIC set a goal to raise Grade 9 English achievement. The principal and the English teacher member of the EIC discussed the goal with the English teachers and received ideas from them regarding possible improvement activities to be carried out. The following goal was set and the following improvement activities were suggested to achieve the goal:

Goal for Grade 9 English

Each quarter in mental ability of the next Grade 9 class, when tested in May, will have a mean percentile rank in English equal to or near its mean mental ability percentile rank.

Suggested Activities to Achieve the Goal

a. Counselors will examine the test results of each student and will identify the students achieving far below expectancy, e.g., mental ability percentile rank 75, English achievement percentile rank 25. The counselors will provide this information to teachers who have the students. Teachers will try to get these students to achieve higher.

b. The English teachers will make changes in their instruction, e.g., they will get all the students to spend more class time on task; they will make sure that each student has appropriate assignments and will show that they believe the student can and will do the assignments well; etc.

c. The teachers will improve the evaluation and monitoring of each student's progress, e.g., students' work will be marked and returned the next day.

d. The EIC will develop a plan for getting more parents to participate in conferences with the student and the advisor once each semester.

3. The principal and the English teachers prepared a written improvement plan for next year's Grade 9 class using the WRISE planning guidelines. This plan was submitted to the EIC for input and approval.

SIMULATION ACTIVITIES:

1. Have each member of your simulation group state what his/her responsibility is as a member of O.U.R. EIC in carrying out the preceding Steps 1-3 for "Using Test Results in Goal Setting and Planning." Assume that each EIC member has some, but not identical, responsibilities.

2. Have the principal, the counselor, and the English teacher of your simulation group explain why they think the preceding "Suggested Activities to Achieve the Goal," 2a-d, will contribute to higher achievement. Have other members question them or add other ideas.

3a. Examine the test results in Table 1 for Grade 9 math. Return to the prior information on "Using Test Results in Goal Setting and Planning," and apply Steps 1-3 to the improvement of Grade 9 math; e.g., brainstorm possible causes of the low achievement, set an improvement goal, identify activities to attain the goal.

OR

3b. Examine the minimum competency test results that follow. Carry out the same activities as in 3a for math.

Competency Test Results for Simulation Activity:

Table 2. Percentage of Grade 9 Students Who Mastered O.U.R. High School's Competency Objectives (Tested in May of Grade 9)

	Reading	Language	Math
All Grade 9-12 Objectives*	62	50	58
Minimum Competency Grade 12 Objectives**	80	60	76

* These objectives include not only the minimum competency objectives that the lowest achievers should master by the end of Grade 12, but also other objectives that are appropriate for all students, including the highest achievers.

** These are the objectives that all students, except those with handicapping conditions, should master by the end of Grade 12.

Use no more than 45-60 minutes on this simulation.

OPTIONAL ACTIVITIES:

4. Standardized testing requires relatively little teacher time. However, locally constructed tests, rating scales, and other measurement devices are often more content valid indicators of what is learned than are standardized tests.

   a. Develop recommendations for constructing other measures of student achievement in the various subject fields for each grade in the school. Indicate who will construct the measures and how their accuracy and content validity will be determined. Indicate who will summarize and report the results of administering the measures to the students.

   b. How would goal setting be different if mental ability test results were not available?

   c. To what extent should a school teach unique content in reading, English, and math that is not measured by standardized tests?

5. Assume that a high school, Grades 9-12, desires to test achievement in English, mathematics, reading, science, and social studies in only two grades. Assume that no Grade 8 test results are available. Indicate the advantages and disadvantages of testing programs (a), (b), (c), and (d) below in terms of goal setting for Grade 9, Grade 10, Grade 11, and Grade 12; and also for setting goals for the individual students of each grade.

a. Administer the tests to Grade 9 and to Grade 11 in September.

b. Administer the tests to Grade 9 in September and to Grade 11 in May.

c. Administer the tests to Grade 9 and to Grade 11 in May.

d. Administer to Grade 9 in September and to Grade 10 in May.

6. A school board sets a policy that (a) in May of each year the principal of each school must submit to the superintendent a set of goals in the academic subject fields and related plans for achieving the goals, (b) the goal statements and plans must have the approval of the majority of the teachers of the school, and (c) the results of testing will not be used to evaluate the principal or teachers of the school. Indicate how the principal should proceed in implementing the policy. What do you think the effects of implementing it would be on student achievement in the academic subjects? How might the morale and the job perceptions of the teachers and principal of the school be affected?